

**IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH  
COMMUNICATIVE GAMES AT CLASS XI A AUTOMOTIVE PROGRAM  
OF SMK YPPN SLEMAN IN THE ACADEMIC YEAR OF 2013/2014**



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**IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH  
COMMUNICATIVE GAMES AT CLASS XIA AUTOMOTIVE OF SMK  
YPPN SLEMAN IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**

**Presented as partial fulfillment of the requirement for the attainment of  
the Sarjana Pendidikan Degree in English Language Education**



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#### **A THESIS**

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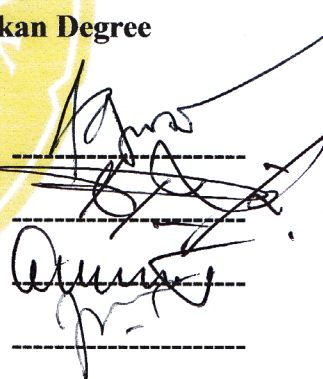
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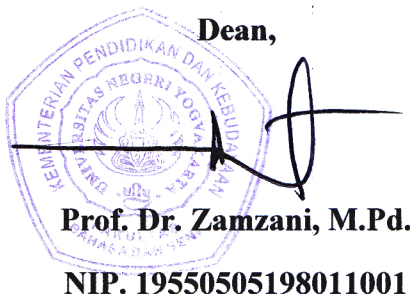


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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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## **DEDICATION**

**I dedicate this thesis to everyone who expects me to graduate this year. Thank  
you for encouraging me to finish this thesis.**

**MOTTO**

***Draco Dormiens Nunquam Titillandus***

**(Hogwarts)**

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Yogyakarta, October 2013

The writer

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**ABSTRACT**

The objective of the research is to improve students' speaking skills through communicative games of class XIA Automotive of SMK YPPN Sleman.

This research is an action research study. The subjects of this research were 19 students of class XI A Automotive of SMK YPPN Sleman. The data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. In the support to the qualitative data, the quantitative data were obtained from the speaking tests. The communicative games that were implemented were 5. The actions were carried out in 2 cycles. 3 meetings were in cycle 1 and 4 meetings were cycle 2. There were supporting actions also applied, practicing vocabulary and pronunciation, maximizing the use of classroom English, giving handout for every topic, giving attention for trouble makers, and making simple rule in teaching and learning process in the class.

The results of the research show that the students' speaking skills improved; their vocabulary collections increased, their pronunciation got better. They were confident to speak English in the class to the teacher and to other students during the games. In addition, the classroom interaction also increased. The students could interact very well with other students, the teacher and the materials during the teaching and learning process of speaking. Their motivation to learn English also increased. They were very enthusiastic to join the English class. During the learning process, they actively participated. Those results show that the use of communicative games with its accompanying actions is effective to improve the teaching and learning process of speaking. Furthermore, the result of this research also shows that the improvement on the teaching and learning process affects the improvement on the students' speaking ability. The students' speaking ability was measured quantitatively by comparing the mean score of pre-test and post-test. The mean score of the students' speaking test increases from 6.9 in the pre-test to 10.4 in the post-test. The increase of the students' speaking skills is 3.5

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the study**

English is important in professional environment. Many foreign investors come and build their giant branch offices here in Indonesia. English is needed as a prior requirement to apply jobs here. Some owners of international and national enterprises offer good positions for those who are able to speak English.

Vocational high school students are prepared to get involved in professional environments. The goal of learning English there is to make students able to communicate well in English. Therefore, the learning and teaching process of English should emphasize the real communication. Communication itself can be written and oral. So in order to be able to communicate, at least they are able speak in English.

However in real life, a big number of vocational high schools give only a little chance for students to learn and practice to speak in English. As the government rule states that every students have to pass the final examination, learning and teaching process tend to focus on it and neglect the goal of study English in vocational high school.

The process of teaching and learning English that is focused in communicative skills should have a lot of activities that give students opportunities to speak. The activities are those that encourage students to

speak, to practice their vocabulary as a modal to generate ideas and to practice their pronunciation as the modal to speak.

Not only about the activities, the teaching and learning process of English also should give students a lot of exposure. The exposure of English can come from the teacher by speaking English a lot in the class, the media the teacher brings, and the sources of the learning. The media for example are speaker, laptop and pictures. The sources such as are text books, story books, or anything that can be the sources of learning English.

Based on the observation and the interviews that have been done in SMK YPPN Sleman, the activities on the learning and teaching process were very monotonous. The tasks and activity were taken from the *LKS*. They did not encourage students to speak English. There was no special activity aimed to practice either the students' speaking skills or pronunciations. The students did not have any opportunity to speak in this kind of situation.

The media that were used during the teaching and learning process in class XI A were only the whiteboard on the wall and the board marker. The English teacher did not use any picture, or models that supported the lessons. Media actually has an ability to attract students' attentions and interests.

During the learning and teaching process, the students did not get much English exposure too. The teacher explained the material mostly in



Bahasa Indonesia. She only used English expressions to open and end the class.

Further, based on the interviews and observation, students' motivation in learning English was low. They came to the class because they have to. Some of them even often skipped the class. The very low motivation in learning English commonly came from the students' backgrounds. Almost all of them were living in orphanages although some of them have parents. They also came from low economic level. Not having any will to continue their studies to university was another reason why they have low motivation. Moreover, the lack of awareness of the importance of English and study also lead to motivation problems.

The students' abilities in English were also very low. They were lack of vocabulary. Even, to answer teacher's simple questions in English could be such a difficult thing. When the students speak, they spoke in ungrammatical chunks. And mispronounced words occur almost all of the time. Therefore, they needed special concern from the teachers.

A lot of the students were busy with other things in the class. Some students texted and did something by using their mobile phones. Some others were talking and gossiping. The ones in the back were sleepy and laid on the table during teachers explanation. From the observation, even the researcher saw students walked to other students' seats during the lesson.

To overcome the problem of speaking in that school, fun activities that force students to speak English is needed. Fun activities such as games make student happy. When they are happy, they will get involved in the activities of learning and teaching English in the class. When the students are happy and willing to join the class activities, memorable learning process comes. Letting students to experiences communication games in the class is a kind of solutions. Games are also cheap and practical.

## **B. Identification of the Problems**

To identify the problems of teaching and learning process of English in SMK YPPN Sleman, observations and interviews with the student and English teachers were done. From those could be seen there were several problems appeared. However, the main problems that were faced came from the students, teachers and learning process.

### **1. Students**

Students' speaking skills was low. They had very bad pronunciation that was showed when they read aloud and spoke English. They were lacked of vocabulary. Even, to say something simple, they could not generate their ideas or sentences in English. Their grammar was also bad. The students spoke in bad structured chunks and phrases. Sometimes their speaking could not be understood. This was related to the pronunciations ability too.

Students of class XIA Automotive of SMK YPPN Sleman had low motivation. They came to English class because they had to and they were forced too. During the teaching and learning process, students rarely paid attention to the lesson. They were busy with other things like mobile phones, papers and their friends. They did not do the tasks given by the teacher seriously. Some of them even missed English class because they were not motivated to learn English.

When the teacher asked them to speak English, they were afraid of making mistakes and prefer to keep quite. They did not confident both on their seats and in the front of the class. They rarely used English and tend to speak in Indonesian and Javanese in the English class.

## 2. Teacher

The English teacher did not use any supporting media in English class. To explain the material, she just used the whiteboard and the board marker to write on it. As the main person in the class that should be a source and the one who should give exposure, she used *bahasa Indonesia* almost all of the time to explained the material and to give feedback.

## 3. Teaching and learning process

In the teaching and learning process, the activities that were provided did not encourage students to speak English and do not give opportunities to them to practice speaking English. The activities were monotonous. There were no fun and challenging activities letting students to practice

English actively. The activities were lacking of sources. The students did tasks and activates based on the *LKS*.

The example of the speaking activity for the students was telling the route of the students' houses to the school. This topic should be a good base to create a fun English speaking activity. Instead of employed certain game the teacher asked the student to write the route on their notebooks then she asked some of them to read their works loudly. Reading aloud could be one of the ways to practice pronunciation, but not a spontaneous speaking. Moreover, it also did not force students to produce their real utterances of exchanging information with others. It was just like a one side communication. The students could get bored easily with this kind of activity for other materials.

### **C. Limitation of the Problems**

It is impossible for the researcher to overcome all the problems found in learning and teaching process of English in SMK YPN Sleman. So the researcher will only focus on students' speaking skills.

The researcher will focus on what activities that can improve students' speaking skills. The activities are games because not only it is fun but also give chances to students to produce oral English. Bringing students to experience interactive in-class gaming activities can be the solution of the problem. Furthermore, games are fun, it can develop students' motivations to learn English in the class.



#### **D. Formulation of the Problems**

Based on the problems found through the observations and interviews, the researcher only takes one major problem as the focus of the study. It is about the activities that are able to improve the students' speaking skills at SMK YPPN Sleman. The activities chosen are interactive games.

The problem of the study can be formulated in the form of a question that is: Can communicative games improve the students' speaking skills of class XIA Automotive of SMK YPPN Sleman in academic year of 2013/2014?

#### **E. Objectives of the Research**

Related to the formulation of the problem, the objective of the research is to improve the students' speaking skills of class XI A Automotive through communicative games of SMK YPPN Sleman in academic year of 2013/2014.

#### **F. Significance of the research**

The research is hoped to give valuable contribution to some parties.

- a. For the English teachers, this research gives them ideas of how to teach speaking skill of English in fun ways and various activities.
- b. For the students, it allows them to learn to speak English in more fun way. The fun atmosphere of the learning process will make it easier for the students for acquiring the language. Gaming

experience in the class leads the students to experience the almost real situation in where they have to speak English. Games will also improve their motivation to join the activities in the class, making the class more alive.

- c. For the other researchers, the research can be a reference for other researches in the same field of study.
- d. For the researcher, she can transfer her knowledge about how to help students learning English better in fun ways.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMWORK**

#### **A. Literature Review**

##### **1. Speaking**

###### **a. Definitions of Speaking**

Speaking is defined differently by different experts. Cameron (2001: 40) says that speaking is about making people understand speaker's feelings and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. So that can be inferred, speaking is not only used to express speaker's feelings but also to transfer information to the listeners.

Related to definition of speaking, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. Once again, speaking is more than people producing words and sounds. But every speaker has purposes on doing that.

Further, Cheney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a

productive skill. It involves the speaker to use speech to express meaning to other people (Spratt, Pulverness and Williams, 2005).

From many definitions above given by the experts, it can be said that speaking is an activity which involve people to make understandable sounds, but actually speaking is far more than that. It is about delivering a message so others will know the speaker's ideas, feelings and wants through to other by making the sounds.

#### **b. Micro and Macro Skills of Speaking**

To communicate well, a speaker has to master some skills in speaking. They are macro and micro skills. Micro skills of speaking are about producing smaller chunks of languages, they are like phonemes, morpheme, words, collocations and phrasal units, while macro skills of speaking are about larger elements of the languages that the speakers produce. They are fluency, discourse, function, style, cohesion, non verbal communication and strategy option.

Talk about micro and macro of speaking Brown (2003: 142) listed 16 points of micro and macro skills in speaking to help in assessment process. They are:

##### **Micro skills**

- Produce differences among English phonemes and allophonic variants.
- Produce chunks of language of different lengths.

- Produce English stress patterns, words in stressed and unstressed positions rhythmic structure and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- Produce fluent speech at different rate of delivery.
- Monitor one's own production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents: in appropriate phrases, pause groups, and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

#### Macroskills

- Appropriately accomplish communicative functions according to situations, participants and goals.
- Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling =s, new information and given information, generalization and exemplification.
- Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.

### c. Functions of Speaking

Someone makes utterances with purposes; he or she has something to deliver to other through everything they said. Speaking

activities have functions that differ in situations and contexts. And those different functions make speaking has different forms.

A lot of attempts have been made to classify the functions of speaking in human interactions. Brown and Yule (1983) in Richards (2008: 21) make distinctions between interactional and transactional functions of speaking. Interactional functions focus to maintain the social relationship while transactional functions focus on the information exchanges during the speaking.

Further, Richards (2008: 22) expands Brown and Yule's framework and classifies speaking into three different functions and forms. They are talk as interaction, as transaction and as performance.

a) Talk as an interaction

Talk as interaction refers to the talk made by people because they want to look friendly to other people. When people meet they exchange greeting, engage in small talk, recount recent experiences and so on because they wish to be friendly and to establish comfortable zone of interaction with others (Richards, 2008: 22). The focus of the talk is to maintain the social relationship, not to exchange information.

b) Talk as a transaction

Talk as interaction refers to the talk that focuses on the message on the talk, the information that should be understood by the speaker. This talk does not focus on the participants or the social relations.

Jones (1996: 14) in Richards (2008: 24) adds that transactional talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding, not to focus on the participant.

c) Talk as a performance

Talk as performance is a talk that is done in public, transferring information before the audience, such as a classroom presentation, public announcement and speeches (Richards 2008: 25). The talk is focus both on the information and audience. This kind of talk is usually planned and it uses written language.

Speaking is not just producing sounds, words and sentences in certain understandable language, Speaking is an activity where people show their feelings, thoughts and believes to other through the language that both understands. Everyone has different purposes in using the language so that speaking has several functions and forms.

## **2. Communicative Language Teaching (CLT)**

### **a. The Nature of CLT**

Communication language teaching or CLT is a not a new methodology to teach English. This method can be understood as a set of principles about the goals of language teaching, how learner learn a

language, the classroom activities that best facilitate learning, and the roles of teacher and students in the classroom (Richards, 2006: 2).

CLT method focuses more in the language in use in certain context. However it does not mean that grammar is totally neglected. Grammar is acquired during the learning process of the languages by put the languages in context. Further, Harmer (2001) adds communicative approach involves students in the real communication, while the grammar is less important than the communicative activities. The ability to communicate with others is the most important thing in CTL. It is because the goal of CLT is teaching communicative competence (Richards, 2006). So that when the students are able to convey their message to others via the language spoken very well, the teaching and learning process is can be said as successful.

CLT is related to communicative competence. Canale and Swain (1980) defined communicative competence in terms of three componenets: 1) grammatical competence; words and rule, 2) sociolinguistics competence; appropriateness, and 3) strategic competence; appropriate use of communication strategies.

To know more and apply the CLT in the classroom, teacher has to know the characteristics of CLT. There are interconnected characteristics as a description of CLT (Brown, 2001);

1. Classroom goals are focus on the entire component (grammatical, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must



intertwine the organizational aspects of language with the pragmatic.

2. Language techniques are designed to engage learners in the pragmatic authentic, functional use of language for meaningful purposes. Organizational language forms are not central focus, but rather aspects of language that enable the learners to accomplish those purposes.

3. Fluency and Accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Learners in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed context outside the classroom. Classroom tasks must be therefore equip learners with the skills necessary for communication in those contexts.

5. Learners are given opportunities to focus on their own learning process through understanding on their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not all-knowing bestower of knowledge. Learners are therefore encouraged to construct meaning through genuine linguistic interaction with others.

## **b. CLT Principles**

Then, in the process of teaching and learning with the CLT, teacher has to apply the principles of CLT. Morrow (1981) suggests five principles of CLT.

### **1) Know what you are doing**

In the learning process the students have to know what they are learning. Teacher has to make students aware that they are learning something useful. So in the end of the learning process students have learned something useful for communication.

## 2) The whole is more than the sum parts

It is related to the 'analytic' and 'syntactic' approach to language teaching. A procedure would involve learners in learning process individually and practicing how to combine them. An analytical procedure would introduce complete interaction of the text and focus on learning purpose on the way these are instructed (Morrow, 1981: 61). He states that discussions may be made to share the same concern with the 'whole' rather than 'part'. A common method is likely to make use of both approaches.

## 3) The processes are as important as the forms

In the communicative approach, success depends on process of learning, not the result. Communicating in a foreign language will aim to replicate as far as possible the process of communication, so that the practice of the forms of the target language can take a place within a communicative frame work (Morrow, 1981). Further he states that there are three processes make the learning process more communicative when they are incorporated.

The first process is Information gap. It is an activity that requires learners to gain information by communicates with others. The process of information gap activity is important in which students actively use the languages the have learned and creativity in using the language.

The second process is concern choice. Teacher has to concern about the learners' choices about how they will use the languages and

what languages they use to show their intentions or ideas. The freedom in choosing also pushes learners to dig their creativity.

And the last is feedback. In certain situations, teacher has to give feed back to learners' performances in using the languages. The purposes of giving feedback are correcting the errors, encouraging or complementing the learners' performances.

#### 4) To learn it to do it

To make the students acquire the language, communicative approach make students learn by doing it. Learning by doing is a meaningful process of learning that students will get the knowledge by communication and interactions with others. To make this happen, teacher has to provide activities that force students to do communicating.

#### 5) Mistakes are not always mistakes

Making mistakes in learning process is actually shows that students struggle to produces the languages. Mistakes are the result of the efforts students made in producing the language. Making mistakes are not a problem as long as the messages are delivered.

### **c. Communicative Activates**

To get the students able to talk in English, activities that force them to use and practice the language by interact and communicate

with others are needed. Several experts have proposed communicative activities due to the teaching and learning process of speaking.

Folse (1993:x) states that communicative activity is when the students hold different pieces of information which only they know and which they must share verbally with their partner. Due to the 2 pieces are taken from different resources, the students only can finish the task by talking to each other. Thus, communicative activity is essential task to learn speaking.

Communicative task full fill two important languages learning need they prepare learners for real life language use, and they encourage the automization of language knowledge (Thornbury, 2005: 79). Further, Thornbury also says that the characteristics of communicative activities are the purpose of the activities is to use the language; it takes place in real time, it forces the participants to interact, the languages that are produced are unpredictable because of the spontaneity and there is no limitation in language used.

Thornbury (2005: 80) proposes some types of communicative tasks. They are:

- 1) Information gap activity

There is an information gap among the students in the class so there will be an interaction to complete the task.

- 2) Jigsaw activity

The class is divided into four. Each group has a different picture. All of the members of each group are spread to get description of other pictures to be told in the last with their own groups.

### 3) Info-gap race

The activity is like listen and draw task. In order to draw geometry designs the students have to give description to their partners that cannot see the designs.

### 4) Surveys

In surveys students have to answer and ask questions in order to complete a questionnaire.

### 5) Blocking games

The games require one person that has a role that has predictable dialogue and the other roles that will be the partners have unpredictable dialogue to block that one student.

### 6) Guessing games

The games require a student to think of something related to the theme and the others' job is to guess it by asking yes/ no questions.

In communicative language teaching (CLT), Richards (2006: 4) says that with CLT began a movement away from traditional lessons format where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, and toward the use of pair work activities, role plays, group work activities and project.

Further, Richards (2006: 14) states that one of the goals of CLT is to develop fluency in language in use. Fluency is natural use occurring when a speaker engages in meaningful interactions and maintain the comprehensible and ongoing communication despite limitations of her or his language competence.

Richards (2006: 18) also gives examples of CLT classroom activities, the activities are the ones that have the characteristics stated before. They are information gap activities; required students interact to get information they do not know, task-completion activities; games puzzles, map reading, information-gathering activities; surveys, interviews, opinion-sharing activities; students activities in compare opinions, beliefs, information-transfer activities; required students to transfer information from one form to another form, reasoning-gap activities; deriving new information from information given.

Two devices that help teacher to make communication activities are information and opinion gap (Klippel, 1989:4). The examples of information gap activities are guessing games, jigsaw and problem solving activities. The example of opinion gap activity is by sharing ideas about the controversial texts or ideas.

Not all communicative activities are suitable for the students. Beginning students require that require more help from teacher may find it hard to do guessing games or other activities with more

complex functions. However, when students are prepared with languages required, there is possibility that the activities go well.

The teacher should give an overview of the exercise, explain how the communication task will work, divide the class into pairs or groups as the exercise says and then walk around the room to help any students who might still have questions (Folse, 1993:x). He adds that the way that the exercise understood well by everyone is to demonstrate the activity with one or two students in the front of the class. This means teachers' clear example and explanations are important to make the communicative activities run well.

### **3. Teaching Speaking**

#### **a. Principles in Teaching Second Language**

To teach the students second language, teacher cannot just come to the class without any preparations what and how to teach, what to focus on or what improvements the students must achieve and how to make students achieve them. There 12 principles for teaching second language proposed by Brown (2001) that allows every teacher to get successful teaching and learning process in the class. The principles are the bases for every techniques or approaches in teaching. They are:

Cognitive principles

1) Automaticity

Automaticity is like getting the languages without thinking how it is constructed. When people say words, chunks or sentences without focusing on the smallest units of it and directly producing utterances, it is called automaticity. Automaticity is gained from much exposure for the students, a lot of practices and learning and teaching process of the second language that is focused on the use of the languages in contexts (functional languages).

Thinking too much about the structure and grammar of languages and the rules to combine words make students tend to get less automatic.

## 2) Meaningful learning

Meaningful learning is when the students learn a new thing that is the part of the second languages by relating it to their lives. The results of meaningful learning last longer than it is from rote learning. To create a meaningful learning, teacher has to be creative to relate every new topic to the students' lives and give fewer explanations about grammar, structure, drilling without context and purposes and abstract theories.

## 3) The anticipation of reward

Students are human being that in nature, doing something or behaving in certain ways to get some reward in the end because of their actions or behavior. Giving rewards such as compliment for everything they do right or for a good progress in learning will lead



them to be more motivated to do the same thing. the rewards can be in the forms of verbal compliment, praise, short term reminding or long term report of their progress in their language study.

#### 4) Intrinsic motivation

Intrinsic motivation is the best motivations for any student to study the languages has to provide fun, entertaining, challenging and useful tasks and activities in the classroom so the students do and join the activities because they want to. When the feeling of likes, needs and wants are created in students' heart, they do not need any external motivation or rewards to learn the languages.

#### 5) Strategic investment

The strategic investment is related to the successful learning of the students because of their time, effort and role in learning the language. The learning process with this principle pushes the students to take role in the learning process and to perform with their language. Students' participations are as important as teacher's teaching method.

#### Affective principles

#### 6) Language ego

Learners of foreign and second languages need to be treated with love and care. They are developing new ego with their new languages, many fuzzy feelings may come such as silly, shame or frightened. Teacher should know how to treat them, who to call or who will

perform in front of the class, show explicit supports and provided challenging activities but not to overwhelming.

#### 7) Self confidence

Self confidence of languages learners is important. Some students think that when they are confidence, they will successfully complete the tasks given. Teacher should build students' self confidence by giving activities in good sequences; from the easiest ones to the hardest ones. That will help students to build their self confidence.

#### 8) Risk taking

As language learners', students has to become risk takers sometimes. they have to be brave to take a chance to produce oral languages even when they are not sure they can do that. Try to use their acquired languages in the class is a good practice. Teacher has to be able to provide situations where encourage student to responds orally, ask questions or give their opinions. A nice respond form teacher for their voices is needed to give them more bravery.

#### 9) Language- culture connection

Teaching a new language cannot be separated from teaching its culture. The students also have to know that. Make activities in the class that have cultural connections, discuss the differences and similarities between their culture and the new one and teach students some connotations and expressions that belong to the new cultures.

#### 10) Native language effect

Native languages of the students can be the inference and facilitator to learn a new language. To focus on the side where the native languages give good influence in learning process of English, teacher has to give an explanations that not every part of the student' native languages infer the new languages productions. Make the students to think directly in the new target languages to avoid too many errors.

#### 11) Interlanguage

Students that learn new language acquire the full language in systematic stages. They surely will make interlanguage errors. To treat the errors, teacher should be as wise as possible to give feedback. The feedback has to be firm but delivered as nice as possible. Tell students that errors are not bad but showing no more errors is good indicators of successful learning.

#### 12) Communicative competence

The real goal of learning a new language is to make people able to use it in the communications. So that students should master this communicative competence although it is difficult. The communicative competence should be taught slowly and integrated in the learning and teaching process from the beginning such as focus on functions and the use of languages not on the grammar or other smaller units. Manipulate a real world out there and bring it in the

classroom context will also help students to master the competence and prepare them to communicate outside the class.

### **b. Principles of Designing Speaking Techniques**

Good and successful speaking techniques are demanded to have successful speaking learning process. To improve students' speaking skills teacher has to have special speaking techniques. The techniques for teaching speaking are the ones that force students to practice speaking and create speaking atmosphere so that students do not feel strange or shame to perform their languages.

There are seven principles for designing speaking techniques according to Brown (2001: 275-276), they are:

- 1) Use techniques that are cover the spectrum of the learners' need, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

This means that every activity that the teacher create should be able to scaffold students with the building blocks of the languages. For the example, when a teacher applies communicative activities in the class, those activities should be able to help the students to achieve the building block of the languages too. And the same time, a teacher has to do the drilling as meaningful as possible.

- 2) Provide intrinsically motivating techniques

Make the students to have goals on their learning activities. A teacher can help them to find the reason for learning such as for status, for achieving knowledge or anything. Even when they learning activates are not that interesting, try to tell students the benefit of the learning. A teacher can tell the reason why the students have to learn something to create motivations for the students.

3) Encourage the use of authentic language in meaningful contents

Authentic language is not easy to be created. To make the activity in the class meaningful and to create authentic language and context need creativity and effort. Teacher is possible to do so with many resources she or he has, even to create a meaningful and authentic language drilling for the students.

4) Provide appropriate feedback and correction

In learning new languages in the classroom, students really depend on teacher feedback corrections. The right feedback and corrections help them to improve their language.

5) Capitalize on the natural link between speaking and listening

Learning speaking cannot be separated with listening activity. As a teacher, he or she can combine both of them. Even when the teacher focus on teaching speaking, listening activates cannot be neglected. It is because learning speaking can be done through natural process by listening to the language first.

6) Give students opportunities to initiate oral communication

To make the students have real communicative skill, a teacher should designed opportunities where the students have a lot of chances to speak; to ask and answer questions, to respond, to give comments and to share opinions.

7) Encourage the development of speaking strategies

Make the students aware of developing their speaking strategies in communications. A teacher can make them learn about simple words to ask for repetition and clarifications, to get attentions, to make facial expression etc., due to give them strategies to communicate with others.

The techniques for teaching speaking have to emphasize of giving students chance to practice their English, to be creative to have experiment with the language in order to find the right one, to facilitate students by giving feedback and to build motivation to speak.

**c. Problems in Speaking**

Several reasons make it hard for students to produce oral English. The feeling of shame leads students to keep silent almost all the time. They tend to just listen to teacher and do whatever teacher asks. Afraid of being called dumb or stupid by other students also result in the situation where students give less respond to teacher's explanations or questions or to initiate a talk.

Brown (2001: 282) lists characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult.

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of languages. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching English. Students who don't learn colloquial contractions can sometimes develop a silted, bookish quality of speaking that in turn stigmatize them.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate. For example are not silent, insert certain fillers: such as uh, um, well.

5) Colloquial language

Make sure that students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

#### 6) Rate of delivery

Another silent characteristic of fluency is rate of delivery. One of teacher tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

#### 7) Stress, rhythm and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important message.

#### 8) Interaction

In speaking, learners would be not alone but to speak with other people. Learners have to know how to interact with others during the communication.

Those things that are listed are able to create an easy or difficult learning process. Different English class may have different reactions for those lists. Some of them may be makes difficulties but some others are not belongs to the things that make learning English hared. Teacher has to focus on which ones are the difficulties to get focus on overcome them.



#### **d. Types of Speaking Activates**

To learn how to speak in English, students have to be engaged in some speaking activities and use the language in carrying out the activities. There are a lot of speaking tasks or activities in the class that teacher can choose for the students. However not all of the activities are appropriate or match for the students. To help the students to improve their oral production skill, scaffolding activities are needed. Further, some activities are expected to be carried out by the students as a sign they are able to speak in English.

For the oral productions, Brown (2003: 271) makes a list of types of activities that are expected to be carried out by the students;

##### **1) Imitative**

Imitative means copying. Imitations and drilling or practice certain sounds or words again and again are good in some way for the students. Copying the right pronunciations of words or sounds then drilling them all help student to improve their pronunciations. Drilling allows students to practice their oral skills and fixes mispronounce they have done in the previous practices (Brown, 2003: 271).

##### **2) Intensive**

Intensive speaking is any speaking performances that are designed to practice grammatical aspect of languages. It can be initiated by the students or can be even part of pair work activity where students are go through certain forms of language.

### 3) Responsive

A short reply or comment from a student to a teacher's or another student's questions or opinions is called responsive. This responsive oral product does not extend to any conversation or longer talk. A short talk between teacher and students in asking how they are is one of the examples of initiative and responsive talk. An initiated action is in the form of question that needs short answer and does not start longer conversation.

### 4) Transactional(dialogue)

Transactional language is carried out by focus on meaning and information exchange. People produce this kind of talk more than just an initiated or responsive act. The talk is done to initiate a longer conversation to exchange certain information.

### 5) Interpersonal

Students are expected to do interpersonal act. The act is producing the language to maintain social relationship, not to transfer meaning or information. This kind of talk is little bit more difficult for the students because they need to be able to perform sarcasms, jokes, and slang.

### 6) Extensive(monologue)

Students in advanced level are expected to give more oral productions. They are expected to be able to do oral reports,

summarize, and short speeches. The language produced here is more formal and it can be planned or spontaneous.

Not all of the expectations of teacher can be full filled by students. Create expectations that are matching with students level is teacher responsibility. Due to that, teacher has to carefully expect what the students have to be able, over expectations and underestimates the students have to be avoided.

#### **e. Roles of Teacher**

In the process of teaching and learning, teacher has their different roles. The roles that played by the students depends on the activities in the class, the students level and the purpose of the learning process. Teacher's ability in changing the roles time after time creates a successful teaching and learning students.

Teacher plays many roles in the course of teaching to create an interactive learning and teaching process in classroom (Brown, 2011: 166). They are:

##### **1) The teacher as controller**

Teacher as a controller in the class means teacher takes care of everything. The full control of the class activities is in the teacher hands. What students should do and performs, what language

functions have to be used, when the activities are carried out and stopped, all of them are teacher's decision. Students have no freedom to spontaneously express their feelings and use the languages. The activities in the class where the teacher act as the controller are planned and designed before. In some extend, this is maybe awesome, Brown (2001: 99) states that beginning students are highly dependent on the teacher for models of the language, and so a teacher-centered or teacher-fronted classroom is appropriate for some of classroom time. However students need more spaces to expand their skills and creativities with the languages.

#### 2) The teacher as director

Teacher acts as director like in a drama to make students involved in real communication with their improvisations. As director teacher role is to make sure the process of the communicative activities goes well and smoothly. The communicative activates are designed in such way to make it able for teacher to just act as director.

#### 3) The teacher as manager

Teacher as manager plans the lessons or courses in larger time allocations and gives more freedom for students to work on their own and to use their creativities in the communicative activities. As a manager, teacher's role is to manage the students reach the goals of the activities.

#### 4) The teacher as facilitator

Teacher role as a facilitator means teacher has to step away from the managerial and directive role. Teacher focus is in helping students find shorter way to reach the learning goals, let them find their way to their way to success and build intrinsic motivation to discover the language through using it pragmatically, rather than telling them about the language (Brown 2001:167). So here teacher takes less directive role than before.

#### 5) The teacher as resource

Teacher's role as a source in the classroom allows students to come and ask for advice and information. Teacher takes the least directive role. As a source teacher does not simply walk around the class room and ask students to seek for information. Teacher let them to initiate the actions and let them proceed with their developing stages of the language.

Still discuss about teacher's role, Harmer (2001: 58) states more roles for teacher in the class room, they are;

#### 1) teacher as organizer

Teacher as organizer has a role to organize students in the classroom activities. Teacher has to be able to divide students in to pairs and group, tell students what will they doing and tell the instructions.

#### 2) teacher as assessor

As an assessor, teacher role is to give feedback, correction and grade for the students' performances teacher has to be able to read students' characteristics and do the assessment without hurting any students' feeling. They need to be assessed to know where they arrived, whether they do right or not with the languages they are learning.

### 3) teacher as prompter

Teacher plays a role as prompter is when students lost in their activities. Instead of telling them to hold back and directly tell them to stop, teacher can help them to think what they should do next by asking directive questions. Teacher lets students to be creative and get the things work with their ways.

### 4) teacher as participant

There are some moments when teacher can act as participant in the class. When students have groups or pair activities teacher can join them and observes students from the inside instead of always import and organizes the class from outside. here, teacher should know that he or she has to avoid the dominant part of the activities.

### 5) teacher as tutor

As a tutor, teacher combines the roles of prompting and sourcing. We can go around the class of students that have been dividing in to small groups or pairs. Help them to come to the stages of learning they were not there before and provide information when they ask.

### 6) teacher as observer

Teacher as observer is seeing the process of learning especial in communicative activities to give feedback for the students in the end. Teacher takes notes of how the process of the learning to provide the right feedback. Not only that, teacher also do observation to see the successful use of certain activities or materials.

In the class room teacher should be able to choose the right role to be played. The key of teaching is teacher know how to deal with the students through different roles. There are at least two things to be considered in choosing the roles. First is the level of the students' proficiency, when it is a low level students, teacher as controller may be the best role. The second is the functions and purposes of the study or learning activities. When it is to assess students' performances, teacher as controller is not the best role. Changing the role gradually will make students move to the very dependent learners to independent ones.

#### **f. Feedback**

Feedback is an important part in teaching and learning process. Students need to know whether they do things correctly or not. The feed back from the teacher in every learning process make students aware of their ability. From that, they will know where they have to improve their abilities and skills.

Feedback also has to be given to treat students' errors and mistakes. Brown (2001:217) says that errors refer to the students' competence in the target language that is wrong or incomplete and cannot be self corrected, while mistakes refer to a self-performance error which is either a random guess or a slip and students can correct themselves. Students need teacher to fix the error they made and to remind them that they are making mistakes. There is no certain time when the teacher gives feedback. Teacher can do that every time students make error or mistakes. Kinds of feedback can be given by teacher.

Kathleen Bailey (1985) in Brown (2001: 291) suggests basic options and possible feedback that can be considered by teacher. The basic options are to treat or to ignore, to treat immediately or to delay, to transfer treatment or not, to transfer to another individual, a subgroup or the whole class, to return, or not, to the original error maker after treatment, to permit other learners to initiate treatment, and to test for the efficiency of the treatment. The possible feedback that teacher can give are fact or error indicated, location indicated, opportunity for a new attempt given, model provided, error type indicated, remedy indicated, improvement indicated and praise indicated.

#### **g. Assessing Speaking**



Assessing students' speaking is needed to let students know whether they have successfully learned the language that are taught or not. When they know where their position, they will be able to plan improvements in the future. To assess students' speaking teacher commonly ask them to perform certain oral productions performance and teacher assess them by observing the performances. To help teacher in assessing, speaking rubric is demanded.

Testing, both informally and formally, take place at the beginning and at the end of most language courses, as well as at various times during the course itself. The speaking assessment is in the forms of speaking tests should be held at the time the research start due to get the information of students level of proficiency in English. Then the next tests are done during the teaching and learning time to see the progress of students' learning achievements in speaking. At the end of the learning process the students also have to be tested to measure the improvement they got after the learning process.

There is a problem related to speaking assessment. It is that a teacher should give oral test to each student while he or she also has to concern about the time allocated to do the assessment. He or she should find a good oral test that takes not too much time but can be an instrument to know the score or proficiency level of all the students. The teacher then has to arrange the basic competence of speaking that will be tested or assessed. Due to those reasons, a teacher should be

creative enough to design speaking tests that will overcome the difficulties in assessing speaking.

Thornburry (2005 :125) suggests the most commonly used spoken test types, they are as follows:

1) Interview

This is kind of easy test to set up in the class especially when there is a room for doing the interview. Students can be given writing or reading tests and one by one is called out for the interview. Having one person as the third person in judging the student's competence will help the interview.

2) Live monologues

The students are given certain topic to talk about. The talks are prepared well before the day of the assessment. To have proves that each student has good speaking skill; a questions and answers session can be added after the talk is ended. The ability to speak spontaneously is tested in the time.

3) Recorded monologues

These are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favorite sport or pastime.

4) Role plays

Most students will be used to doing at least simple role plays in class. The other role can be played either by the tester though, with basing the test around written data is that it then becomes a partial test of reading skills as well.

#### 5) Collaborative talks and discussions

These are similar with role plays except that the learners are not required to assume a role play but simply to be themselves. For example, two candidates might be set the task of choosing between selections of job applicants on the basis of their CVs. Or the learners simply respond with their own opinions to a set of statements relevant to a theme.

While Brown (2003) designs the assessment tasks for oral productions based on the types of the classroom speaking performances: imitative speaking; intensive speaking; directed response, read aloud, sentence/dialogue completion and oral questions, picture-cued, translation (of limited stretches of discourse) tasks,. responsive speaking; question and answer, giving instructions and directions, paraphrasing, interactive speaking; interview, role play, discussions and conversations, games, extensive speaking; oral presentations, picture-cued story-telling, retelling a story or news event, and translation (of extended prose).

Whatever the assessment forms that teacher will have, time should be considered. Time is too precious to be spent to assess the

students. Assessment process that takes too much time tends to be less objective, the very first students' performances judgment tend to be very different from the last ones. It is due to the tiring teacher who does the assessment.

Another thing that teacher should consider in assessing students is the focus of the assessment. Teacher has to tell students what will be assessed so that students can focus on them to get good results.

#### **4. Teaching Speaking for Vocational High School**

##### **a. Teaching Teenagers**

In general human development goes through four stages; baby, child, teenager and adults. Every stage has different specific characteristics. Those differences lead to different needs and treatments. To teach teenagers is different to teach children or adults, especially because on those age, human is in the process of finding themselves.

The "terrible teens" are an age of transition, confusions, self-consciousness, growing, and changing bodies and minds (Brown, 2001: 92). That is why an English teacher for vocational high school has to really understand the needs of teenagers in their learning

process. Further, Brown reminds teachers of teenagers with several thoughts that importance to be known.

- 1) Above twelve year old, the teenagers are capable to solve more complex problem related to abstract thought and theoretical knowledge. But students' success in achieving the knowledge is based on their attention on the tasks and learning process, when they ignore every task and the learning process, they will hardly achieve the knowledge.
- 2) Concentration and attention span of teenagers stays longer than children's. They can concentrate and focus on one thing in more minutes, but again, due to the fact that teenagers have a lot of life problems, the attention span can be suffered.
- 3) Varieties of sensory input are still important, teacher has to give lesson not only by asking them to read and understand something. But in this ages, abstract thought is important.
- 4) Self-image and self-esteem of teenagers are very important for them. Teacher has to really careful in treating teenage students. They are very sensitive related to those things, so teacher should be able to keep their self-image and self-esteem high.
- 5) Secondary school students are of course becoming adult-like. Teacher should be able to treat them not as a child anymore but not yet as adults. The activities in the class should be designed to make

them independent and fun but not to be confused with too much analysis things.

To get a successful teaching and learning process in a class that full of teenage students, a teacher shortly has to understand their feelings, needs and wants. Teacher sensitivity in reading and understanding teenagers feeling bring a comfort to the students. The comfort automatically result in students willingness to join the class activities.

#### **b. Teaching Speaking in Vocational High School in Indonesia**

The purposes of teaching and learning processes between the vocational and common high school in Indonesia is totally different. Those can be seen from the curriculum of English for SMK (*Depdiknas*, 2006: 384-386). It is stated that that English is adaptive subject, in which it is aimed as providing students the ability to communicate in English in the communicative material contexts needed for the students' division both written and spoken.

The scope of English in vocational high school includes three aspects (*Depdiknas*, 2006: 384). The first is communication basic of English at novice level. The second is the communication basic of

English at elementary school. The third is communication basic of English at intermediate level.

According to graduation competence standard (*SKL*) of vocational teachers, English as one of subjects in the vocational school has two main aims. The first is the students are able to get knowledge and basic skills of English to support their major competency. The second is the students apply the message the knowledge and basic skills of English to communicate both in the spoken and written forms at the intermediate level.

**Table 1 Standard of Competency and Basic Competence of Speaking of Vocational School**

Standard of competency	Basic competence
2. Being able to communicate in English at the elementary level	2.1 understanding daily conversation both in the professional and individual contexts with non native speakers. 2.2 taking notes simple messages whether through direct interaction or through device. 2.3 describing jobs and educational background orally or in a written form. 2.4 Telling job in the past and the future plan 2. 5 Showing various intentions

## 5. Games

### a. Definition of Games

Several experts have their own sentences to define game. Harmer (2001: 272) states that games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures. There are a lot of games that belong to communicative games activities. the time students involves in the games, they experienced the moment where they have to produce English and use it for their owns benefits.

Further, Harmer (2001: 135) says that games pictures are extremely useful for a variety of communication activities, especially when they have a game like feel, such as describes and draw activities where one student describes a pictures and a paired classmate has to draw the same picture without looking at the original.

Hadfield (1990: v) states that a game is an activity with rules, a goal elements of fun. Talking about the same thing, Martin (1995) in Brewster and Ellis (2002:172) says that a game in language teaching is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way. It can be infer that game is a fun activity that includes competition and sometimes



team works, it has certain rules that tell the players what to do and what to say.

Some games were included into communicative activities. The students only can finish the game by talking to each other (Folse, 1993: x). So in the communicative games, students were forced to communicate with others in case to complete the games.

### **b. Types of Games**

A lot of games are existed to help teacher successfully reach the goals of the learning process. Educational games vary in forms and languages that is used based on what to teach and learn.

According to Brewster and Ellis (2004: 174) there are many different kinds of games which can be grouped according to the kinds of language or learning focus they have and the kind of resources, classroom management and organization they need.

Based on the kinds of language and learning focus, they are accuracy-focused and fluency-focused games. In accuracy-focused games, the students may not necessarily say anything but gets used to hearing or reading words or sentence patterns over and over again. The game may focus on comprehension (listening/ reading) as well as production (speaking/ writing). While in fluency-focused games, students will learn that they need to communicate with others in the games. These types of games tend to focus on developing fluency and

collaborations with others. These games are an important part of the 'communicative' and 'activity-based' approaches and are usually done in pairs or groups of four.

And based on the resources required to play them, games are classified as; 1) No resources e.g. guessing games, listening games, 2) Simple pencils and paper/ black board games, 3) Picture games, 4) Word cards, 5) Games using Sentences Cards, 6) Dice games, 7) Board games, and 8) Games using charts or matrices

Further, Brewster and Ellis (2004) classify games base on the classroom management and organization. They are team, groups or pairs games. Some games even need a leader to be played. Some others allows everyone in the class participating and they are also games that make some students stand in the class with nothing to do, like elimination games.

To select which games are appropriate with the speaking focus, students acquired language and what to learn with the games. With low language mastery, simple meaningful games are suggested. Certain simple games are also good for refreshment after the learning process.

### **c. Benefits of Games**

Playing games in a language teaching and learning process has several benefits because playing games conveys a lot of aspects and components of language.

Brewster and Ellis (2004: 173-174) list there are seven advantages of games for the teaching and learning process of language. They are:

1. They encourage the memorization of chunks of language that can be slotted in to various contexts.
2. Chunking of language provides useful pronunciation practice (as long as a good model has been provided)
3. The language needed for the games may be used as part on an activity where the focus is on getting something done, rather than practicing language for its own sake.
4. Language may be practiced together with a wider educational or conceptual goal, e.g. using reading games to reinforce vocabulary as well as the concept of classifying, and learning more about the topic.
5. The language of the game may encourage more creative use of language use in addition to simple repetition.
6. The pupils may be involved in informal language analysis and noticing of language items or rules through problem-solving and puzzles.

7. Games help to make learning more memorable and accessible by using as many approaches as possible, such as mime and movement, use of color and patterns, or personalization.

#### **d. Principles of Using Games**

There are some principles that teachers should obey to use games in the classroom. They will help teachers to select the right games for the students, to tell the students what to do in the games, to organize the students to play the chosen games and to get the best results in playing the game.

##### **1. Selecting games**

There are some questions acts as guidelines to help the teacher decide which type of game she would like to use (Brewster and Ellis, 2004), they are:

- Does this game mostly promote fluency or accuracy?
- Does it promote competition or cooperation?
- Does it have an educational aim, i.e. developing concepts, themes, cross-curricular topics such as citizenship, learning strategies?
- Is it suitable for beginners or higher levels?
- Is it a quiet, calming game which settles learners or an active, livening-up game, which stirs pupils?
- What materials, resources and classroom organization are needed?
- Does it focus mostly on practicing pronunciation, words, grammar, and language functions language skills or learning to learn skills?

##### **2. Giving instructions**

Giving instruction is a crucial stage; you may decide to do this on the L1 and then check using English (vice versa). Keep instructions

short, clear and simple and use a limited number of key phrases which the children will quickly get used to. Match carefully the language demands of the game to the language level of the class you are teaching. (Brewster, 2004: 183).

It can be said that telling the students what to do in the game is very important. What kind of English or language that teacher uses determines the successful information transfer from teacher to students. the instructions should be in a brief sentences to make sure students get them easily.

### 3. Organizing the class

Brewster and Ellis (2004: 184) says that if the games requires team, groups or pairs this needs to be organized quickly. When teacher takes too much time to think about how the class will be organized, this situation can create a mess crowd. Students will no longer focus on the games but they tend to think about who will be their partners. Teacher should have plans of how to divide students in pairs, groups or teams. It can be done by counting, choosing sealed envelopes with group's name written on it or so on. The plan is the one which helps teacher to organize the class in short time and without any complain from the students or force them to agree with the organization.

### 4. Playing the games

To have the game played, everyone should have an idea of the languages that will be used. That is why according to Brewster and

Ellis (2004: 184) pupils must be taught the language they need to actually play each game, including the language to organize themselves. For example, pupils need to know how to check comprehension and the listeners should be taught how to ask more information or for clarification (Brewster and Ellis, 2004).

When the pupils are playing games, the teacher has a key role in observing and listening, monitoring pupils' language difficulties which may need re-teaching and so on (Brewster & Ellis, 2004). Teachers should not take a big part in the games and should not interrupting or correcting the students a lot. It will disturb the students and make them shy or hesitate to produce oral English.

#### **e. Teacher's Tasks in Implementing the Games**

In implementing games in the classroom learning activities, teacher should consider several things that he or she should do to make the use of games effective. Paul (2003) mentions seven main aspects which teacher should do.

##### **1) Designing game**

In designing the games for the students, teacher has to think about what the students need to learn and know. To design the games meets the need of the learners' needs, modify the game is considered as suggested action. Modifying games are also necessary to achieve the learning targets.

## 2) Getting the pace right

When the class is playing games, teacher sometimes intervene the game as certain situations occur. Teacher intervene the games to make hints for the students. When the games are too difficult, and when the games are too easy to reach the targets, teacher should intervene the game to make it easier or more difficult. Teacher also has to intervene to make students understand the targets language they have to reach by playing the game.

## 3) Answering questions

As the students play the games, teacher has to be available for any questions. By playing the games they are learning new words and rules, so there must be questions. Not only available for answering any questions teacher also can build a questioning habit among the students on their learning process.

## 4) Extending the student's ability

Teacher has to make sure the games are challenging enable students to extend their ability. Adding more difficult words, talking English to them that is natural and understandable from the context as the students are playing the game, and scaffolding students as they play the game help students to extend their ability.

## 5) Cheating creatively

In playing games, individually or in a team, there must be sides that left behind. To make your students left behind too far from

others, you have to be able to cheat in a playful ways. The first playful cheating is giving more hints to help the weak teams. Second, give more difficult target languages to winning teams. Third, having more points for gaming later in a lesson, so that all teams has an equal chance to catch up. Fourth, being slow to answer question from a strong team and being quick to answer question from weak team. And the playful way to cheat is in active games, accidentally interfering with or bumping into the team that is stronger. It is amazing what teacher gets away with if he or she smiles playfully.

6) Giving al students a chance

All students in the class have the same chance to participate in the game, so that everyone has to be involved in the game. Teacher has to encourage shy students to participate. When it is a team game, teacher has to wisely arrange the teams.

7) Taking a part

Having fun with the students by joining them to play the game is not a problem. But when students begin to feel uncomfortable with the teacher in the game, for example they really care about what they are doing whether it is correct or not and looking at teacher all the time, teacher should not join the game.

In addition, to make sure the games are running well in learning process in the class room, teachers should also consider the



other things related to the situations and conditions of the class. According to Lewis and Bedson (1999) the things that teacher should consider in implementing games are:

1) Safety

Teacher has to make sure the games do not lead to any push and pull actions. The available space in the class and the risk of injured also have to be concerned.

2) A game must be more than fun

Keeping the language targets and component in the fore front of teacher planning about the game is a must. Making students happy by playing fun games is important but focusing on the objectives of the learning is far more important.

3) Play different game from lesson to lesson

When teacher play the same games for every different topic or lessons, students easily get bored. Games are no longer to be a fun activity for them. When it is hard to find a new game after many meetings with games, modifying existing games is a good idea.

4) Vary the order of the game in which we play the game

This is like repeating the same games over again. When teacher usually play games in the end of the lessons, teacher can make a new order by put the game in the middle of the game or in the warming up stage in the beginning of the lessons. Make the games

orders unpredictable so students keep feeling the joy and enthusiastic of playing games.

- 5) Always end an activity when the fun is still at its peak.

Play the game in limited time. Teacher has to have the right moment to end the game, not too long but not too fast. When it is too fast, it only will disturb the students, but when it is too long, they will start to get bored. For smarter students who finished the game first, add some activities to them.

- 6) Think ahead

When teacher ask students to play game, make sure to give clear explanations so that there won't be problems later. If the games need the students to have certain things, ask them to bring the materials or things in the previous meeting. If the games requires students sits in certain arrangements. Plan it before so it won't be a disturbance for students' concentrations.

- 7) Making the games into parts of the syllabus

Teacher can do so because games involve a lot of language in use. Playing games is excellent activities that make students learn in fun.

That can be concluded that playing games in the learning and teaching process inside the classroom is not that simple to just having fun and produce the languages.

## **B. Related Studies**

Some related studies also show the significance of games in teaching and learning language process. Chen (2005) states that games are learned centered, promote communicative competence, create meaningful context for language use, increase learning motivations, and reduce learning anxiety. Based on the observation in her research in Takming College, Taiwan, she found that the students found their ways to express themselves; they went all out with their English in the game. As stated before, games will encouraged students to speak English. Ersoz (2000) adds that learning languages can be frustrating, games give students break and at the same time to practice speaking skill. Games can be used to practice many types of communications. In line with this, communication games can be fun motivating activity for the students.

## **C. Conceptual Framework**

Learning English in vocational high school is aimed to get the students able to communicate in English. That is why students at least have to be good at writing and speaking English. However, speaking is more important because the best signal that someone masters English is when he or she can speak in English.

To make students able to speak English, the teaching and learning process in vocational high school should be focused on speaking skills. Teacher gives a lot of exposure of English in the classroom by using a lot of expressions in English. Teacher should create chances for students to practice speaking English in the class. This can be done by providing students with activities that force them to communicate in English.

Motivation is also important in teaching speaking with high motivation. Students are likely producing more oral English. Giving rewards for the students that bravely respond to teacher questions or explanations in English is one way to build motivations. The rewards can be in the form of verbal compliment, praise, short term report and long term report. The more important motivation is intrinsic motivation. It is because intrinsic motivation moves students to learn without any extrinsic motivations or other suggestions. The willingness to learn comes from their hearts. To build this kind of motivation, teacher have to provides fun, interesting and challenging activities to make students like, want and need to join the activities.

However, in reality, the teaching and learning process of speaking of English in class XI A majoring in automotive at SMK YPPN Sleman is far from what it should be like. Class activities too focus on final examination (UN). It neglects to focus in four skills. LKS seems to be an important source of the teaching and learning

process in the class. The class lacks of speaking activities. The teacher rarely teaches the English use in context and mostly focus on the rule of the language. Students rarely actively participate in the learning process. And the exposure of English is low, the usage of *Bahasa Indonesia* and Javanese seem to occur often.

One solution to overcome the learning and teaching of speaking in class XI A majoring in automotive at SMK YPPN Sleman is using games. Games are fun, interesting and challenging. Those make students like, want and need to join the activities. The feelings of like, want and need will create intrinsic motivation for the students. The feelings also will result in meaningful learning. Meaningful learning lasts longer than rote learning. Other good sides of games are they create chances for students to practice their English, to experiment with their acquired language. In doing the games, the students also forced to communicate the others to get the games completed. With all of those explanations about games, the students' speaking skill will be improved.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Research Type**

This study is an action research. According to Kemmis and McTaggart (1992) in Burns (2007: 2), action research is concerned equally with changing individuals, on the one hand, and, on the other the culture of the groups, institutions and societies to which they belong. The culture on the groups here means the way they learn to speak English.

Carr and Kemmis (1986) in Burns (2010) mention that action research is a self reflective study conducted by participants in social situations in order to improve the rationality and their own practices, their understanding of these practices. And the situations in which these practiced are carried out.

The aim of action research is to involve in intentional way in the problematic situation in order to bring about changes and even better improvement in practice (Burns, 2010). The characteristics of action research are it brings better changes, is cyclical process, practitioners are the crucial parts of the research process since their participants is active, not passive (Descombe, 2007).

The study was carried out to improve the teaching and learning process of English in SMK YPPN Sleman by using the action research procedures proposed by Kemmis and McTaggart. The researcher gathered

the input to find any problems or obstacles occurred in learning and teaching process in the class. Then the researcher decided to focus on particular problem that related to speaking skill. Next, actions were planned and carried out. During the implementations of the actions, the researcher observed the learning and teaching process. At the end, reflections were made. It was used to decide whether to continue the actions with some changing for better results of learning and teaching process or to stop there.

## **B. Setting**

This research was conducted in SMK YPPN Sleman. It is located in Dahayu, Ngaglik, Sleman, Yogyakarta. The school is a private vocational high school. Automotive was the only study program available there.

The school consists of six classrooms, one teacher office, one laboratory, two restrooms and one parking lot. The facilities in the school to support the teaching and learning process are LCD and a big speaker. It has 126 students, 14 teachers and one school staff.

The research was held in class XIA Automotive. The class room is right in the west side of teacher room. There are 10 tables, 20 chairs, one white board, one teacher desk and one clock in the room.

The research conducted in the first semester of academic year of 2013/2014. The actions were carried out according to class XIA Automotive schedule for English subject, on Tuesday and Friday. Each meeting is for

90 minutes. The whole action was about six meetings or can be more based on the improvement that the students showed.

### **C. Research Subjects**

The subjects of the research were the students of XIA majoring on automotive of SMK YPPN Sleman in academic year of 2013/ 2014. There are 20 students, but only 19 students who always came to the class. Most of them come from low economic background and live in an orphanage.

### **D. Data Collection Techniques**

There were two kinds of data that were gathered in this research, qualitative and quantitative data. Qualitative data was in the form of sentences while the quantitative data was in the form of scores. Although there were two kinds of data, the main data that was used in the research was the qualitative one.

The qualitative data was gathered through several techniques. The first one was observation that was done since the beginning of the research until the action was carried out. The data from the observations was called the fields note. The second was interview with the students and English teacher. The interviews were resulted in interview scripts.

The quantitative data was gathered through speaking rubric for speaking tests. Those tests were resulted in the forms of scores that later was compared and described in the forms of sentences too.



### **E. Instruments of the Research**

There were five instruments that the researcher used to collect the data that is needed in the research. The instruments can be seen in the table below.

Table 2 Instruments of the Research

No.	Instruments	Data
1.	Observation checklist	Field notes
2.	Interview guidelines	Interview transcripts
4.	Speaking rubrics	Test scores
6.	Recorder	Videos
5.	Camera	Photographs

### **F. Data Analysis**

To analyze the data gathered in the research, the researcher used the steps from Burns. Burns (2007: 104-105) proposes five useful steps to analyze the data in action research. They are:

#### **1. Assembling**

In this step the researcher collected all the data that has been gathered before and during the actions. Due to the formulation of the problem in the form of a question in the beginning of the research, the researcher looked for certain patterns. The patterns here in this research were the ones that could show and explain that communicative games could improve the students speaking skills.

## 2. Coding

After developed wide pictures the researcher then began to refine the data by coding it into more detail categories or patterns. She identified which data is quantitative like in the forms of field notes, interview scripts and so on, and which one is qualitative like in the form of questionnaire result.

## 3. Comparing

After the coding process was completed, the next step that the researcher did was comparing the categories or patterns among the different sets of data. The example comparison was the data gathered from observations were compared with the one from interviews. The purpose was to find any differences or similarities among them.

## 4. Buildings meanings and interpretations

In this stage the researcher thought beyond what the data said in the surface. She thought deeper to find the real thing inside the chunks of descriptions from the data that have been gathered. Was games really have good connections with the students' speaking skills how could it possible and what else the improvements that the students' got from games were the questions that interpreted from the data based on the researcher's understanding. The last thing the researcher did in this stage was refined her own theories about the meanings of this research.

## 5. Reporting the outcomes

In this last step the researcher found the way the research and findings to be showed to others. Not only the findings, the whole process of the research, since the very observation in SMK YPPN Sleman was also been told.

To analyze quantitative data, the researcher compared the results scores of the pretest and posttest. The means of the scores in pretest and posttest were calculated. Then the researcher compared them to find the proof of improvement in the students' speaking skills. From the comparisons, the researcher made conclusions in the form of descriptions whether the students' speaking skill of class XI A majoring automotive at SMK YPPN Sleman is improved by the use of games or not.

## **G. Data Validity and Reliability**

To make sure the data gathered was valid and reliable in this action research, the researcher used the guidance from Anderson and Burns (1999).

Andersen and Burns (1999: 161-162) suggest there are four validities in action research that have to be accomplished to get valid data. They are:

1. Democratic validity

The validity is about how the researcher works together with other parties in the research to get more perspectives and concerns to the topic of the research.

Researcher had discussions in the end of every meeting with the collaborator and English teacher that gave comments, ideas and suggestions toward the teaching and learning process that was just been done. In the end of the cycle discussions were also held to see the improvement, to evaluate the actions implemented, and to plan the next actions for the nest cycle.

## 2. Outcome validity

This validity is about how far the successfulness of the research to improve students speaking skills. Whether the researcher satisfies with the result of the research or not is discussed in this validity. To full fill the outcome validity, the researcher made several indicators that show the improvement of the students' speaking skills. They were 1) the students answer questions in English, 2) the students respond to explanations and activities in English, 3) students are not afraid to speak English, 4) students are confident to speak English

## 3. Catalytic validity

The validity is related to how the research brings changes to every party that is involved. For the English teacher, she got knowledge how to teach speaking with various activities. For the students, they found that learning English was fun.

#### 4. Process validity

The validity is about the stages that are taken in carrying out the research. Data triangulation, more than one perspective and many sources are supported this kind of validity. To fulfill this validity, the researcher observed and took notes for every meeting to how the process was going, and to see the improvements of the students. Every single thing happened was noted.

#### 5. Dialog validity

The validity is about the discussion between the researcher and her partner about the reflections and the result of the research. To full fill this validity, the researcher has some discussions about the findings of the research with the collaborators and some students of English Education Department in UNY. She also asked them to give their opinions and criticisms about the research findings and reports.

### **H. Research Procedure**

In this research the researcher used the research procedures by Kemmis and McTaggart (1988) in Burns (2010). They propose four phrases of action research. The first cycle of action research is the initiate cycle that can be continuing according to the students' improvement that occur, or when it feels it is time to stop. For the first cycle, the researcher planned some actions and later she decided to continue the actions or to stop based on the results of the implementaitons of the first cycle.

## 1. Planning

In this phase, the researcher did observations of teaching and learning process of English in class XIA majoring in automotive at SMK YPPN Sleman to find out the problems in the teaching and learning process. The observations were done more than once to make sure the real problems that occurred in the class. Not only observing, the researcher also was interviewing the students and the English teacher.

After the main problem was identified, students' speaking skills, the researcher found the possible teaching technique to overcome the problem. The possible way that fit to the reality to improve the students' situation about their skills to speak English. Here, the communicative games that would be carried out in the class are thought and chose. The researcher also thought about the outcomes of or the improvement of the students' speaking skills.

## 2. Action

In this stage the researcher designed some actions that would be done in some period of time that is about three weeks for six meetings. The actions were derived from the planning teaching techniques to improve the students' speaking skills. So in other words, the games that had been chosen in the planning stages were carried out now as the actions. There were 5 communicative games implemented during the actions and some supporting actions.

### 3. Observation

In this stage the researcher observed the effects of the implementation of the games and some supporting actions. The researcher also documented the all actions; the communicative games that were done, the supporting actions and the opinions and responses of the students for the games in the class. The collaborators helped the researcher to observe the students and teaching and learning process.

### 4. Reflection

In this step the researcher reflected the actions that have been carried out. The researcher had discussions with the collaborators to evaluate and describe the effects of the use of games in teaching and learning process of English for the students' speaking skills. The results of the reflections were used to decide whether to do the next cycle of actions or to stop and share the stories of the action research to others.

## **CHAPTER IV**

### **RESEARCH PROCEDURES AND GENERAL FINDINGS**

This chapter contains four sub-chapters, reconnaissance, the report of Cycle 1, the report of Cycle 2 and general findings.

#### **A. Reconnaissance**

In this stage the researcher gathered the data to find the existed problems in the field. To collect the data the researcher conducted observation in the field and interviews with the English teacher and students to find the weaknesses of the teaching and learning English in the class.

The observation was conducted on 16 July 2013 in class XI A Automotive of SMK YPPN Sleman. From the observation, the researcher found some weaknesses that came from the teacher, students, media and the learning and teaching process. The real function of learning language is to be able to communicate using the language. To teach language to communicate, the teacher should teach how to speak, but it seemed to be neglected by the teacher. She did not give any drilling or speaking practice. Almost one third of the students made noise and busy with other things during the class, another one third were sleepy and looked sleepy, only the rest of them paid attention to the lesson. The media used were white board and board marker. There was not any picture or anything to attract students attentions and to support the



learning process. The researcher also found that the learning activities were monotonous. It made the students got bored in a short time.

The situation of the teaching and learning process was seen in the vignette below.

The teacher was late to come to the class. There were only a few students that already in class. Everyone talk freely even when the teacher already came in. The students talked to each other and walked around the class, after a few minutes they started to sit down. The teacher greeted the class. She asked the students whether they are ready for the lessons. Students could not keep quiet, they were laughing and talking. Some of them were busy with stuffs like papers and books. The teacher taught the student by using *LKS*, the topic is Directions. A student asked what the meaning of 'direction' was. A student just came in to the class and another student came out to take *LKS*. A student in the back murmured and laid on his table. The teacher explained the material by Standing in front of the class and sometime when wrote the directions (left, right, go ahead, turn right, turn left, go straight tri junction, intersection, etc). Some others did not pay attention to *LKS* or teacher. The students keep talking while the teacher reminds about the subject. The teacher walked around to check the students. There was a student that kept answering to teacher's saying. The teacher asked questions related to the topic in English but the students answered in *Bahasa Indonesia* and Javanese. The teacher then also used *Bahasa Indonesia* and Javanese. Many students talked a lot about unrelated things to the topic, again. Some students texting and did something with their mobile phones while the teacher was explaining the material. She drew a map on the white board and explained to way to Malioboro from the school. She then asked the students to do a task to write a direction from the school to their houses and to see the example in *LKS*. The students began to calm down. But it was only for a few minutes. No one was directly doing the given task. They talked and laughed and were busy with other things till the teacher reminded them about the task. The class was calmer and the students began to do the task to write the route. The teacher walked around to see the students working. During the time the students doing the task, they were talking in Javanese and *Bahasa Indonesia*. After about 15 minutes, teacher asked one student to come forward and draw a map on the board, map of his house to school. The teacher asked the student in the front about the route he drawled and how he got to school. Teacher completed the explanations of directions of the map in the board. The class was silent, some students did the tasks and some others stared the books and *LKS* and was day dreaming. The teacher explained the next task for the students that were they had to make a route to certain place (free) based on the map she drew on the white board. She gave example orally how to make directions for one place to another from the map she drew in the white board. A student slept in the corner. A student kept seeing random things. Other students followed teacher explanation and asked and gave comments in *Bahasa Indonesia* and Javanese. The students did the task and sometimes made noises by laughing, gossiping and walking around the class. The teacher sat on her seat and seeing the sleeping boy, she walked and asked him to get up and washed his face. The class became calmer. The teacher answered some

questions related to the task on her desk; the students did the task, and copied materials in white board. After about 75 minutes left, the students' started to saying things about going home because they saw students from different class had finished their classes. The students' works were submitted, students prepared to go home. The class did prayer, the teacher said good bye and the class was over. (Vignette Observation)

The interviews were conducted right after the observation. The researcher interviewed the English teacher and some students. It was found that a lot of the students did not like English lesson. They thought learning English was really difficult. They did not practice to speak English a lot in the class to build their speaking skills. The students were unable to speak in the class because they lacked of vocabulary and were afraid of making mistakes. Their motivation to study English was only to fulfill; their obligation as students to come to the class and to pass the exams.

- R : *Wah, iya iya Bu. Anak anaknya suka pelajaran bahasa Inggris ga Bu?* (Do the students like English lesson Ma'am?)
- ET : *Ya, begitu, haha.. Banyak yang bolos.* (Many of them skipped the class)
- R : *Lha mereka tidak dimarahi atau tidak diperingatkan Bu?* (Were they be warned Ma'am?)
- ET : *Sudah sering, di sini kan kebanyakan anak panti Asuhan, jadi ya begitu, sekolah sudah digratiskan saja masih begitu. Sudah capek ngomongin dari kelas 1 mba, mereka masuk kelas aja kita bersyukur.* (They were, a lot of them are from orphanage, that is why, even they did so when the government pays the school for them, I'm tired to tell them not to skip classes, it's a relief they come to the class )
- R : *Wah.. iya iya Bu, terus hambatan paling besar bagi mereka untuk belajar bahasa Inggris apa Bu?* (I see Ma'am, what is **the biggest obstacle for them to learn English** Ma'am?)
- ET : *Tidak niat belajar mba, hanya beberapa yang niat belajar. Yang lain asal masuk kelas, takut dimarahin. Trus ya memang begitu itu kemampuannya, nanti lihat sendiri ya.* (They **do not have motivation** to study, only few of them have. The rest of them come to the class because they are afraid of the teacher will get mad)

(Interview transcript 3)

Related to the results of the interview with the teacher, the lack of teaching media was because there was no budget from the school to have any media such as printed pictures in the class as there was no budget allocated to purchase any text books or other resources for the learning process and the students.

Based on the observations and the interviews, there were several weaknesses in the teaching and learning process of English in class XIA Automotive of SMK YPPN Sleman that should be fixed to improve the students English mastery.

### 1. Sharpening Problems

The next step that the researcher did was analyzing the vignette from the observation and the interview results. The researcher found that the problems were indicated coming from four aspects. The four aspects were the students speaking skills, the students themselves, the teacher and the activities carried out in teaching and learning process. Table 2 will give clear descriptions about those aspects.

**Table 3 Problems Found**

<b>No.</b>	<b>Problems Found</b>
<b>a.</b>	<b>Related to the students' speaking skills</b>
	1. The students had bad pronunciation
	2. The students were lack of vocabulary
	3. The students had bad grammar
<b>b.</b>	<b>Related to the students aspects</b>
	1. The students had low motivation

	2. The students had low confident
	3. The students were afraid of making mistakes
	4. The students rarely use English in the classroom
	5. Many students busy with other things in English class
	6. Almost all of the student did not bring dictionary
	7. The students rarely pay attentions to the English teacher
	8. The students did not take the task seriously
<b>c.</b>	<b>Related to the teacher's aspects</b>
	1. The teacher rarely use instructional media to teach
	2. The teacher rarely used English to teach
<b>4.</b>	<b>Related to teaching and learning process</b>
	1. the classroom activities didn't encourage students to speak English
	2. The classroom activities are monotonous
	3. The learning and teaching English lacked of resources

Related to students the speaking skills, the lack of vocabulary was showed from the translations demand of common words in the tasks given and in teacher explanations using simple English. They even made a lot of mistakes in guessing the meanings of simple words in the tasks and in the teacher explanations. The bad grammar was showed from the utterances with many grammatical errors and mistakes the students made to respond to the teacher questions. They spoke in chunks and bad structured phrases and sentences.

Related to students' aspects, the low motivation of the students in learning English was showed as they came to the class just because they had to and were asked to. The low confidence in speaking, and being afraid of making mistakes showed as the students always murmured together when the teacher asked questions, and they did not want to speak individually to give comments, to ask and to answer questions. The fact that the students rarely

used English in the classroom was showed from the use of Javanese and *Bahasa Indonesia* during the class to communicate with the other students and with the teacher. They also rarely spoke English because there was no chance for them to practice. Many students were busy with other things and did not pay attentions to the teacher explanation and tasks given. Some of them were sleepy, texting and doing things with their mobile phones, walking around and making things with papers in the middle of the class. Furthermore, some students were also gossiping, talking, laughing, and day dreaming during the explanation and the tasks. Almost all of the students did not bring dictionary.

Related to the English teacher' aspect, the teacher rarely used media to teach, she did not bring to the class any picture or video supporting the teaching and learning process. The teacher rarely used English too. She used *Bahasa Indonesia* as the main language in explaining the materials and to give feedback, to ask question and to give response.

Related to the teaching and learning process, the classroom activities did not encourage students to speak English, the activities during the learning process were listening to teacher explanations, doing tasks and memorizing. The learning and teaching process was lacked of sources. It can be seen from the fact that *LKS* as the only sources the students had and a text book and *LKS* that the teacher had and used. It can be conclude that there were a lot of problems have to be solved to improve the teaching and learning process in class XI A Automotive of SMK YPPN Sleman.

## 2. Selecting Problems

Not all of the problems found in the field could be solved because of some reasons. The researcher analyzed all the problems found then discussed with the English teacher which problems were solved. The problems were selected based on the urgency and feasibility.

- ET : *Iya mba, kayak yang saya bilang dulu kan, memang mereka seperti itu* (Yea, like what I said, they were like that)
- R : *Iya iya Bu. Begini, saya berencana meningkatkan kemampuan berbicara bahasa Inggris mereka Bu, saya lihat speakingnya parah.* (Yes Ma'am, I'm going to **improve their speaking skills** Ma'am, I saw **their speaking skills were low**)
- ET : *Oh, speaking, iya sih mba, mereka jarang sekali speaking. Di sini kan mereka belajarnya seperti tadi itu.* (Yes, **they rarely speak English**. here, they are learning like what you saw (when you did observation).)
- R : *Iya Bu, untuk mengejar semesteran dan ujian ya Bu?* (Yes Ma'am, for the final and semester examinations' sakes)
- ET : *Iya, kan tau sendiri tadi, pronunciation dan vocabnya parah, mereka pelajaran seperti itu saja banyak yang ga dong. Di ajari speaking bagus itu, seeganya mereka yang ramai tersalurkan (tersenyum)* (Yes, you knew it, **their pronunciation and vocabulary mastery were poor**, even they did not understand that kind of the lesson. **Teaching speaking is good**, their activeness can be accommodate)

(Interview transcript 6)

From the discussions, the problems that were going to be solved were those related to the students' speaking skills. In Table 3, the chosen problems were listed clearly.

**Table 4 Selected Problems**

No.	Problems Found
1.	The students had bad pronunciation
2.	The students were lack of vocabulary

3.	The students rarely use English in the classroom
4.	The teacher rarely used English to teach
5.	The classroom activities didn't encourage students to speak English
6.	The teaching and learning process were lacked of source

### 3. Determining Causes and Solutions

After the main problems were selected, the researcher then tried to find the main causes of each problem. The aim of searching the causes was to make it easier for the researcher to determine the right ways to solve them. The solutions proposed were checked by discussing them with the English teacher. The discussions were also done to get comments, suggestions, criticisms or ideas for the solutions from the English teacher.

- ET : *Iya, ya. Lha mba Hani rencananya pake apa meningkatkan speakingnya? (So what will you use to improve their speaking?)*
- R : *Dengan communicative games Bu. Biar mereka diharuskan berbicara Bu, game juga disukai Bu. (Using communicative games Ma'am. So that they will be forced to speak English, game is loved by everyone too)*
- ET : *Oh... iya, yang contohnya 20 questions game itu ya? Bagus itu, saya tahu beberapa tapi tidak pernah mengajarkan mereka e mba. (Like the 20 Questions game? Good, I know some but I have never taught them to the students)*
- R : *Wah, iya bener Bu, nanti saya kasih latihan vocab dan pronunciation juga. Oh iya, saya sudah lihat syllabusnya Bu, terus saya memilih topic ini (menunjukan syllabus). Kan saya kira kira hanya mengajar 2 topik untuk cycle 1. (That's right Ma'am, I will give them vocabulary and pronunciation practice too. and I have seen the syllabus, and I chose these topics, I will teach about two topics in cycle 1)*
- ET : *Iya, itu bisa mba. (Yes, you can do that)*  
(Interview transcript 6)

Table 4 shows the causes of every problem.

**Table 5 The Causes of the Problems**

<b>No.</b>	<b>Problems Found</b>	<b>Main Causes</b>
1.	The students had bad pronunciation	The students rarely practice pronunciations
2.	The students were lack of vocabulary	The students were not exposed with a lot of English Students rarely practice their vocabulary
3.	The students rarely use English in the classroom	The students had bad pronunciations Students lacked of vocabularies Students were afraid of making mistakes Students had very little chance to speak English There was no activity encourages them to speak The students did not understand when the teacher used English
5.	The classroom activities didn't encourage students to speak English	The teacher focused the students to do tasks in <i>LKS</i> , grammar and structure of the sentences
6.	The teaching and learning process were lacked of source	<i>LKS</i> was the main source the student had <i>LKS</i> and a text book published by Erlangga were the main resource for teacher

There were five solutions that would be done to solve the problems; vocabulary practice, pronunciation practice, using classroom English, implementing communicative games and giving handout.

1. Vocabulary practice

Vocabulary practice was planned as the solutions to solve the problems related to students' lack of vocabulary. The vocabulary practice



would be about finding meanings of words, drilling the words in tasks, listening and explaining the meaning of words rather than translating them directly. The vocabulary practices to give the students exposure were not only oral but also written. The students were expected to improve their vocabulary collections after they were given a lot of exposure in the forms of vocabulary practices. They would know the meaning of simple and common words, words had been drilled, and how to use them in context.

## 2. Pronunciation practice

Pronunciation practice was aimed to solve the problem related to the students' bad pronunciations. The practice would be in the forms of drilling pronunciation of certain words and expressions and reading aloud. Whenever they were practicing, the researcher would give feed back to them, whether they were doing it correctly or not. After several pronunciation practices, the researcher expected that the students improved their pronunciations. They would make less mispronunciations when they spoke English.

## 3. Using classroom English

The class room English was used effectively to solve the problem related to the fact that teacher rarely used English in the class. The use of English classroom consistently by the teacher would force students to get used to hear spoken English and to respond to the teacher by asking and answering questions or commenting in English. The various expressions and phrases in classroom English could also improve their vocabulary and expression collections.

#### 4. Implementing communicative games

Implementing communicative games was the main techniques to overcome the problem related to students speaking skills. Communicative games provided fun activities that encourage students to interact with each other and to speak English. Communicative games gave chances to everyone in the class to practice their speaking and to participate in learning speaking actively. The fun games also could attract the students and made them happy to learn English. When they were attracted and happy, they were motivated to join the class and practice the vocabulary and pronunciations (that would be used in the game) seriously but effortlessly. The researcher expected the students to improve their speaking skills by implementing the communicative games.

#### 5. Giving handout

Giving handout was a solution to provide additional resource for the students for every learning topic. The handout was created creatively and taken from many sources. it would contain brief material and series of tasks, by giving handout, the researcher expected the students to pay attentions more to the lessons and to get and understand the material more easily and quickly.

### **B. Report of Cycle 1**

Cycle 1 was planned to be conducted in three meetings on 26<sup>th</sup>, 31<sup>st</sup> August and 2<sup>nd</sup> September, 2013. To do the first cycle, the researcher determined the games to be played in the class based on the syllabus of the

school. The materials and media to be used in teaching and learning process were prepared and the instruments to assess the students and to observe the class were developed. The actions that were determined to solve the main problems were prepared in details.

### 1. Planning

The table below shows the schedule of cycle 1

**Table 6 Schedule of Cycle 1**

No.	Date	Topic	Game	Time
1	26 August 2013	Spending Free Time	-	2x45'
2	31 August 2013	Spending Free Time Restaurant	Survey Game -	1x45' 1x45'
3.	2 <sup>nd</sup> September	Restaurant	At the Restaurant Game	2x45

#### a. Vocabulary practices

The researcher planned to conduct the vocabulary practice in the class before the game was implemented, so it would be in the presentation or practice stage. The practice of vocabularies would be about finding meaning of words, drilling the words in tasks, listening activities and numbering pictures and explaining the meaning of words rather than translating them directly. The vocabulary practices would not only oral but also written tasks.

When the students happened not knowing the meaning of words in the tasks and teacher's explanations, the researcher planned to explain the words rather than translating them directly. The purpose of explaining the words

were to make the students understand the meaning of the words, not only memorizing them. The researcher planned to explain the words with gestures and put the words in contexts or sentences.

The students were expected to improve their vocabulary level, to know the meaning of simple and common words, and to be able to use them in the context after they were given a lot of exposure in the forms of vocabulary practices.

#### **b. Pronunciation practice**

The practice would be conducted before the game, which would be in practice or presentation stage. The practice would be in the forms of drilling pronunciations of certain words and expressions and reading aloud. During the vocabulary practices, the researcher would give them the examples of right pronunciation of certain words, expressions or sentences, and then the researcher would ask the students to repeat. During the vocabulary practice, the researcher planned to give direct feedback whenever they made errors or mistakes. The feedback would be in the forms of corrections, making face expressions, and compliment or were asking other students to correct their friends' pronunciation. After they got several pronunciation practices, the students expected to improve their pronunciation, and to do less mispronunciation than before.

### c. Implementing Communicative Games

The purposes of implementing games were to give chances for the students to practice their speaking, to use the vocabulary they had learned and they just learned, to make them get use to speak English in communication and to provide learning activities for students. The researcher decided to implement two communicative games in cycle 1.

The researcher studied the syllabus of the school first. Then she chose the standard of competence and basic competence of speaking of class XI of SMK YPPN Sleman. After that, the researcher selected the topics for the cycle 1, Spending Free Time, and Restaurant, to be taught in cycle. Then based n the topics, and considering the students' needs the researcher selected 2 communicative games. During that process, the collaborators helped the researcher in case of choosing the topics and games by giving ideas and comments.

- R : *Ibu ini course grid untuk saya mengajar selama cycle 1. Hanya 2 topik Bu.* (Ma'm, here are the **course grid for cycle 1**, I chose only 2 topics)
- ET : *Iya (melihat course grid), gamenya ini?* (seeing the course grid) are they the games?
- R : *Kira kira seperti ini, bagaimana Bu? Yang cycle 2 saya buat setelah cycle 1 selsesai. Ini contoh RPP saya ini Bu, ini yang terakhir saya konsultasikan ke dosen.* (yes, what do you think Ma'am? I will make the course grid for cycle 2 after I do cycle 1. Here are the examples of lesson plans, these are the latest one I consulted)
- ET : *Iya ini bisa, kan kemarin yang diajarkan baru questions tag sedikit. Mana latihan latianya?* (These will do, they were taught about a little portion of questions tag. Where are the tasks? )
- R : *Oh, ini, di lampiran RPP ada semua Bu.* (Here, in the appendices)

- ET : (*melihat dan memeriksa*), Suvey game bisa (seeing and checking) **Survey game** is okay
- R :*Yang kedua ini saya ambilnya Restaurant, kan biasa Hotel, soalnya lebih kontekstual.* (I took Restaurant for the second topic, Hotel was common, I Chose restaurant because it is more contextual)
- (Interview transcript 7)

The first game was Survey game that would be implemented in the first topic that was Spending Free Time. The second game was At the Restaurant Game that would be implemented for the next topic that was Restaurant. Both games were going to be conducted in the production stage of the teaching and learning process.

The researcher planned to explain the material, to practice vocabulary and pronunciation needed to play the games clearly in the presentations and practice stage so that the students would not find any difficulties in playing the games.

The researcher expected to find the students to speak English during the games using their existing knowledge and the new vocabulary they got, to find them doing experiment in speaking English and were interested to join English class.

#### **d. Giving Handout**

The researcher thought the students could learn English maximally in the class when they have the materials and tasks related to the topic in their hands. It would save time as the researcher did not need to write the materials

in the white board and the students did not need to copy them in their books. The researcher also planned to give handout for students to keep their concentration. The handout contained materials and tasks that were constructed more attractively than their *LKS* or common text books. There were a lot of pictures there and various interesting tasks in it. The handout would be given in every topic, not in every meeting.

**e. Using Classroom English**

The researcher planned to use class room English effectively in teaching class XI A in SMK YPPN Sleman. The classroom English would be used in the beginning of the class, to explain the material, to give feedback and in the end of the class. For explaining the materials, the researcher would mix the use of English with *Bahasa Indonesia* when the students could not get the explanations in full English. By using classroom English effectively, the researcher expected the students to get new expressions and vocabulary in context, and to try to give comments and to ask and answer questions for the teacher in English.

**2. Action and Observation**

In this stage the researcher implemented the actions to solve the problems. The actions were carried out in three meetings, 26<sup>th</sup> and 31<sup>st</sup> august and 2<sup>nd</sup> September 2013 as planned before. The researcher's role was as the teacher, the collaborator's role was as the observer, the one who took photos, videos, field notes and helped the researcher as the teacher assistant and the

English teacher role was to observe the teaching and learning process and the students.

**a. Vocabulary practice**

As it was planned, the researcher made the students do vocabulary practice in every topic. The tasks to improve their vocabulary were given to them. The tasks contained a lot of pictures to make them easier to get the meanings of the words. The students were asked to work in pairs to do the task. This was done to make them work together and to share their knowledge about the vocabulary. Working in pairs actually save time.

For the first topic, Spending Free Time, the researcher provided various tasks that were aimed to make the students practice the vocabulary related to hobbies and other favorite activities. The first task was finding activities that people do in spare time on a picture and matching sentences with activities related to hobbies on the pictures. The second task was matching pictures with some activities. The third was finding meanings of certain words and the last was listening activity.

For the second topic, Restaurant, the researcher also gave various tasks to practice vocabulary. The first was matching pictures of food and drinks with the correct words. The second was finding meaning of certain words and the last was listening activity.



The students also did a series of tasks that made them use the vocabulary related to food and drinks, and restaurant again and again. They might not realize that it was a process of drilling vocabulary.

During the class, the researcher did not give the translations of words that students asked directly as one of the form of vocabulary practice. The researcher tried to explain the words first by using gestures. When it was not understandable, the researcher tried to explain the words by putting them in simple sentences. In explaining the words, the researcher sometimes stood in front of the class and made the students pay attention to make the whole class learn too.

There were some other words they did not understand. “Jump *apa* miss?”, “Hide *apa* miss?” they asked the words and pronounced them incorrectly at the same time. I corrected their pronunciations and explained the words. “Everyone, do you know jump?” I asked them to look at me “I stand (I stood still), I jump (I made a move of jump)”. They understood. (Vignette, meeting1, cycle 1)

The action ran very well. Almost all of the words could be explained without giving the students direct translations. But some difficult words were not understandable although the teacher had tried to explain them in many ways. The students improved their vocabulary mastery in the end of the day; they got some new vocabulary each day related to the topic. The vocabulary practice also made them easier in speaking English because they knew more words than before.

S2 : *Iya Miss, paham kok dikit dikit* (Yes Miss, I understand a little)

- R : *Tadi mengerjakan soal yang dengan gambar itu gimana menurut kalian?*(What do you think about doing **tasks containing pictures**?)
- S1 : *Gampang Miss* (It's easy Miss)
- S2 : *Iyaa, kan ada gambarnya,* (Yes, it's because of the pictures)
- R : *Lebih suka memakai gambar apa Miss kasih soal biasa?*(**Which one do you prefer?** I give you task containing pictures or without pictures?)
- S1 : *Mending pakai gambar Miss, menarik sama gampang.*(The one containing pictures Miss, **it's attractive and easy**)
- S2 : *Pakai gambar Miss, kayaknya susah kan kalau langsung arti.* (with the pictures Miss, finding the meaning directly is likely more difficult)
- (Interview script 11)

- R : *Hmm,, iya, terus yang mencocokkan gambar sebelum main game itu pengaruh ga?*(How about **matching pictures** before the game, did it help?)
- S1 : *Pengaruh mba, nyari kata2nya jadi lebih gampang* (Yes, I found it **easier** to find the meanings)
- S2 : *Terus kata katanya kepaake juga pas ngomong pas main game Miss* (Then, the vocabulary was also used to play the game)
- (Interview script 13)

#### b. Pronunciation Practice

For every meeting in cycle 1, the researcher drilled words to the students. The words that were drilled in the class were those that were new for the students and would be used later.

The first topic that was taught by the researcher was Spending Free Time, and it was in the first and second meeting. Here, students were drilled new words such as even, dive, spare etc. That would be used to do the next task. Before the drilling, the teacher ask them to work in pairs and to find the meaning of the words, Then the teacher explained some words meaning that the class did not know, pronounce the words for them and made them repeat

after the researcher, The drilling was about three to four times till everyone pronounced the words correctly.

We discussed the results together and I gave examples how to pronounce the words correctly and drilled the pronunciations of the words. The students repeated my examples 3 to 4 times. (Vignette, meeting1, Cycle 1)

The expressions were drilled were in the forms of sentences without any context first, to force them memorize the expressions. Next, they practiced pronunciations by reading aloud a dialogue containing the expressions and vocabulary that had been drilled.

Then I asked some pairs to read their works. “Everyone, did you hear what yogi read?” then I asked him to speak louder, “Okay, well done Yogi” they puzzled, and then I said it was similar to good job. I told students to read the dialogue based on my direction. I gave them example first how to pronounce the sentences slowly then they repeated after me (vignette, meeting 2, Cycle 1)

The next topic, At the Restaurant was taught for the second 45 minutes of the second meeting and third meeting in cycle 1. The words that were drilled were in the forms of phrase, such as a glass of, a plate of, a bowl of etc. The phrases were used in almost all the dialogues to order food and drinks. Like what the researcher did in the first topic, the students were asked to find the meaning of the words first. The researcher then explained the words that the whole class did not know, pronounced the correct pronunciations for them and made them repeat the pronunciations. The drilling was stopped when everyone had the correct pronunciation for each word.

Furthermore the researcher also drilled the expressions how to offer, accept and refuse offer in restaurants. They drilled them by reading aloud dialogues containing the expressions and the vocabulary they have learned before.

Another form to improve students pronunciation was by asking them to answer questions in the tasks orally.

I asked them to answer the questions. They spoke together. I asked for volunteers. Some students said “*Aku* miss” I said “Okay, you” then I pointed some students to say the next answers. “Okay, is there any questions?” they did not have questions, I asked some questions related to what they have learned that day.(vignette, meeting 2. Cycle 1)

As it was planned, the researcher gave feedback directly to students’ pronunciation whenever they were making mistake or errors during the lessons and games. The direct feedback was in the form of the correction like when they pronounce like as /lik/ for the first time, then the researcher correct it as /laik/, then in the form of simple question like ‘um,,, pardon?’ or ‘hmmm?’ then they realized that they had mispronounced words and did self-corrections. When they still did a mistake in correcting themselves, the teacher, again, gave the right pronunciation to them.

I gave them feedback for their good pronunciation ”Wahh.. You did very well” a students mispronounced certain word, I said “ /kin/ ? hmmm really?” he tried to do self-correction, then I said “It’s /kaind/” I made all the students to repeated the words. (Vignette, meeting 3, cycle 1)

For the words that have been drilled or given before, the researcher gave a direct feedback by making expressions or simple questions like

mentioned above and also by complementing them to encourage them to try to speak for the next time.

I asked some students to spoke individually to fill the bubble. I gave feedback to mispronounced word. “Hmmm, pardon?” he tried to pronounced it again, “its /mei/ not /mai/”.(vignette, meeting 2, cycle 1)

Sometimes, the teacher asked other students to correct and help other mispronunciations. This made the students recall what have they learned.

I conducted them to discuss the results orally. I asked some students that rarely participated in leaning activity to say their works. “/nodel/? Come on Hendri, *tanya temenmu coba*, the right pronunciation” (vignette, meeting 3, cycle 1)

The improvement of their pronunciations were showed when they play communicative games and in their next performances.

- R : *Terus kalau ada ekspresi yang dikotak Miss ulang ulang pengucapanya?* (How about the **expressions** in the box that I drilled?)
- S : *Iya Miss, inget, yang itu kan, yang ekspresi kan? Yang may I take your order please contohnya kan* (Yes Miss, I remember, the expressions aren't they? Like may I took your order please?)
- R : *Iya, berguna ga untuk main game?* (Yes, **did it help** to play the game?)
- S : *Ya bergunalah Miss, jadi mengucapkanya benerm walaupun ada beberapa yang lupa , hehe. Kalau ga dilatih dulu pasti aku ga bias Miss. (Yes it did Miss, I pronounced words correctly even though I forgot some. If I did not practice first, I would not able to pronounce them correctly)*
- R : *Iya? Hmm, bagus bagus* (I see, good)
- Interview transcript 16)

**c. Implementing communicative games**

As stated before, there were two games for cycle 1. They are Survey game for the first topic that. The second game was At the Restaurant game for the second topic.

The first game was implemented on Friday 31<sup>st</sup> August, 2013. The game was about asking someone's activities in spending their holidays, weekend, and spare time. The students were given worksheet containing a table of names of friends and their friends' favorite activities. They had to use the expressions of asking and giving information about hobbies and spending free time that had been introduced and learned in presentations and practice stages. The students had to move around the class to do the survey game. The minimum number of friends they had to ask was 5.

Before the game was implemented, the researcher taught the expressions and vocabulary that would be used by the students to play the survey game. The expressions were the expressions of asking and giving information about activities in spending free time. The vocabulary related to the topic was also given. For examples, the vocabularies were reading, swimming, fishing, sewing etc. The activities that were done to support the students to play the games were also conducted, such as practicing vocabulary and pronunciation and listening. The researcher did not prepare any complex media to play the game but only sheet containing tables that were given to the students.

The researcher explained the rules clearly to the students so that there would not any problems in conducting the game. The researcher gave an example first what to do in the game to ensure everyone in the class understand what to do in the game.

I spread papers contained table to play survey game. I explained the rules of the game. Many students did not understand. I gave them examples of how to play the game “I write Ari in the table” I showed them, “Ari, what do you like to do on the weekend?” then he answered and I wrote the answer on the table. They understood. The game started. Students sat and asked their friends. (Vignette, meeting 2, cycle 1)

They had to ask their friends about their activities in their spare time and write down the name and the activities in the table. They were allowed to walk around the class.

When the game was started, the researcher let the students enjoy the game and speak English to each other, after about 5 minutes, the researcher walked around to see everyone’s speaking performance closely. From the observations, the researcher found that the whole class really tried to produce oral English with the expressions and vocabulary they had learned.

Then I said they could move around to ask their friends. They began to walk around. I came closer to them, walked around and gave feedback. Everyone spoke by using the expressions and vocabulary I taught. (Vignette, meeting 2, cycle 1)

It was the first the time they played survey game so that at first the students were not sure they were allowed to walk around the class to ask questions.

The researcher ended the game when almost all of them got at least 5 name of friends in their table. After the game ended, the researcher asked their feelings and opinions about playing the games. The students were enthusiastic to speak English to their friends during the game. They finally got chance to speak English.

- R : *Begitu bagaimana? Kan nanti belajar bareng bareng biar bisa. Tadi kegiatan favoritmu apa?*(How was that? We learn together (to speak later). What is your favorite activity?)
- S : *Umm... ya seneng si, kita jarang ngomong bahasa Inggris mba. Seneng pas disuruh ngomong yang tanya ke temen temen itu.*(I'm happy, we were rarely learn to speak English. **my favorite activity is when I asked to speak and ask friends** (activities to spend their free time))
- R : *Ooo, iya , tadi namanya survey game pas kalian disuruh tanya tanya* (**That's survey game**, when you were asked to ask your friends)
- S1 : *Iya seneng si Miss, ahirnya latian ngomong bahasa Inggris juga* (Yes I'm happy Miss, finally I practiced to speak English)
- (Interview transcript 13)

To take student's scores, the researcher asked them to come forward with their groups to perform the game. While the researcher took scores and notes, the collaborator helped the researcher in taking videos and photos when the students were performing their game in groups.

The next game was "At the Restaurant Game" for the topic of Restaurant. It was conducted on Monday, 2<sup>nd</sup> September 2013. The game was about asking for food and drink services at the restaurants. It was a kind of role play game where student A became a customer and student B became a waiter or waitress. Student B had to offer services and student B had to accept by ordering some food or refuse the offers. The researcher provided the



students with a table of menu contained pictures of food for the students to play the game

Before implementing the game, the researcher gave the students clear material about the expressions of offering, accepting, and refusing an offer at the restaurant. Vocabulary related to the topic that would be used in the game was also taught, such as appetizer, main course, and names of food. Vocabulary and pronunciation practice were conducted.

The game was carried out at the production stage. The rules of the game were explained clearly so there would be not any problem in the game. The researcher made sure that the students know what they had to do in the game by asking whether they understood what to do and gave them example how to do the game.

<p>I told the name of the game; spread a menu for everyone and explained the rule of the game in short. I gave them example what to do in the game, and asked them to play in a group of three based on where they sat. “Okay, Henri and I will show you what do” they looked shy and talked in low voices. “Try once more, louder please” everyone gave us attention and he spoke louder. They said they understood what to do. (Vignette, meeting 3, Cycle 1)</p>
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The students did the game in a group of three and they had to switch their roles so everyone would try both roles, either as customer or waiter or waitress. The group was selected based on the seats.

During the game, all the students tried to use the expressions and vocabulary they had learned. The class was rather noisy but it was from the students who spoke English. The researcher let the students do the game and

did not interfere for some moment. Then the researcher walked around the class to see their performances and give feedback to the students.

The game started, I walked around. I stopped and played the game with some groups. Then I observed everyone and gave feedback to their language. (Vignette, meeting 3, cycle 1)

The students looked more confident to speak English and did not afraid too much of making mistakes when they were speaking because they realized that everyone tried to speak English during the game, and everyone else had possibility to make mistakes too.

- R : *Hanya itu, apa lagi yang kamu rasakan menurutmu?*(That is all? What are your other opinions?)
- S : *Asik, ga bosen jadinya, ga nulis atau garap soal terus.* (**Fun**, I did not get bored, I needed neither writing nor doing tasks all the time)
- R : *Iya ya? seneng jadi ya?*(I see, are you happy?)
- S : *Iya, dulu kan ga pernah Miss. Malu. Ga bias* (Yes, **we have never done that** before Miss. I were shy and had no skill)
- R : *haha, malu? Sok pemalu kamu Yogi* (Shy? You were not)
- S : *Iya, malu e, ngomongnya belepotan bgt. Kalau sekarang kan pake bahasa inggris semua di game. Ya terpaksa jadi ga malu. Kayak tadi . hehe* (Yes, I was shy because I spoke English poorly. Now everyone speaks English in the game. **I forced not to be shy**, like today)

Interview transcript 17)

- R : *Hmmm,, iya iya, pengaruhnya game dengan kemampuan kalian ngomong bahasa Inggris apa?* (What is the **relationship between game and your speaking skill?**)
- S1 : *Ya jadi bisa sedikit sedikit Miss. Terus jadi asik, kan ga bosen kalau ngobrol.* (**I can speak English** a little. And then the **game that allows me to talk** with others makes me not to get bored)
- S2 : *Iya, jadi berani dan ga malu, dulu kan ga tau cara ngomongnya, jadi pas mau ngomong takut salah terus malu.*(it made brave and not

shy anymore, I did not know how to pronounce words correctly, that made me afraid of making mistakes)  
 R : *Oh.. begitu, hehe, seneng* Miss Hani dengernya (I see, I'm happy to her that)  
 (Interview transcript 18)

#### d. Giving Handout

The researcher gave every student a handout containing tasks and brief materials for every topic, two meetings in a handout. The handouts were given at the beginning of the class. The handouts were made in attractive look with a lot of pictures. The tasks in the handout were varied to challenge students and to avoid them getting bored. The handout for every topic was no more than 4 papers for each topic.

S2 : *Iya* Miss, *paham kok dikit dikit* (Yes Miss, I understood a little)  
 R : *Tadi mengerjakan soal yang dengan gambar itu gimana menurut kalian?* (What do you think of doing **tasks containing pictures?**)  
 S1 : *Gampang* Miss, (It's **easy** Miss)  
 S2 : *Iyaa, kan ada gambarnya*, (Yes, it's because of the pictures)  
 R : *lebih suka memakai gambar apa* Miss *kasih soal biasa?* (Do you like the one containing pictures or the one without pictures?)  
 S1 : *Mending pakai gambar* Miss, *menarik sama gampang*. (**The one containing pictures, attractive and easy**)  
 S2 : *Pakai gambar* Miss, *kayaknya susah kan kalau langsung arti*. (The one containing pictures, finding meaning directly is seemed more difficult)  
 (Interview transcript 11)

With the attractive handout in everyone's hands, students got more concentration in listening to the teacher explanations and doing the tasks. The students rarely asked random questions like 'what page?' or 'Which task?' to their students.

- R : *Tadi anak anak bosan ga menurut Ibu?* (Did the students go tbored Ma'am?)
- ET : *bosan kan wajar sedikit sedikit, tadi lumayan pada perhatian, kan dikasih fotokopian satu satu. Mereka jarang naya nanya lagi halaman berapa, yang mana dan lain lain* (Getting bored commonly happened, **they seemed to pay attention** because of the handout you gave for each student, **they rarely asked about which page, which part** and so on)
- (Interview transcript 8)

The handout given even made some students learned English outside the class, it was shown from the tasks that had already been done in their houses.

#### e. Using Classroom English

Just like what the researcher had planned, classroom English was used to open, to end, to give feedback and to explain the material in the class. At the first meeting the researcher use the most common expressions, then in the second and third meeting the researcher used other expressions. At first the students were puzzled but when the researcher explained the meaning, they knew how to responds.

Like what had been said, classroom English was also used to give feed back to the students. The researcher said something in English to respond to the students' performances, questions or comments.

Then I asked him to speak louder, "Okay, well done Yogi" they puzzled, then I said it was similar to good job Yogi understood and said "Yes Miss, thank you". I told students to read the dialogue based on my direction. (Vignette, meeting 2, Cycle 1)

At the first meeting most of them told the researcher to speak in Indonesia but in the second and third meeting, they got used to hear the researcher speak English to them. Some of the students even tried to reply, give comments and ask questions in English.

- S2 : appetizer, main course, food, juice, coffee  
 R : *Iya, bener, terus kalian paham ga kalau Miss pakai bahasa Inggris?* (That's right, **did you understand** when I speak English?)  
 S1 : *dikit dikit Miss. (A little Miss)*  
 S2 : *Iya, kan udah biasa denger Miss ngomong bahasa Inggris* (We get used to that)  
 (Interview transcript 18)

In the end of every meeting, the researcher summed up the lesson and ended the class by saying good bye using the classroom English.

Then I summed up the materials today, "What have you learned today?" they answered. I said the next meeting there would be a game. A student said "*Kenapa ga tadi Miss? Senen saya ga masuk Miss dengan Ari*" I asked why, he said they would go to their home town for weekend, they went on Friday. I said there was not enough time to play the game this day. "Yaaahhh..." they said. Then I asked them to study the handout for the next meeting, "Thank you for today, Assalamualaikum wr.wr. Good afternoon" they replied my greetings, "And have a nice day, see you on Monday", "Yes miss, see you" (vignette, meeting 2, Cycle 1)

The habit of using classroom English made students get new expressions and vocabulary in context,

- S2 : *Iya, kan udah biasa denger Miss* (Yes, we get used to hear that Miss)  
 R : *Selain jadi biasa denger, pengaruhnya apalagi?* (What are the other **influences you get?**)  
 S1 : *Ya kan dikit dikit bisa niruin Miss ngomong, very good, great.. hehe (I can copy your saying Miss, such as very good, great)*

S : *Iya kan tau Miss, pas kita bener Miss Hani gmg, well done, hehe*  
 (We know when we did right, Miss Hani said well done)  
 (Interview transcript)

### 3. Reflection

The next step of the action research after implementing the actions that had been planned is reflections. The researcher reflected all the actions. The researcher discussed with the collaborator and the English teacher the results of the observations in the class during the implementations of the actions. The reflections were needed to decide whether the researcher needed to continue and modify or to stop the actions. Here are the results of the reflections of Cycle 1. (Please see interview transcript 15 in appendix 1)

#### a. Vocabulary practice

Vocabulary practices that were given improved students' vocabulary mastery. The drilling of the words in the tasks and inserting pictures in the vocabulary tasks made them recognize the meanings of vocabularies easier. Explaining the meaning of the words by giving gestures and context made them understand the words. By understanding and using them, the words could be memorized easier and stayed longer in their mind. But students sometimes still forgot the words in the next meeting when the words were

rarely used. Even their vocabulary mastery was improved, they need to know more words.

**b. Pronunciation practice**

From the activities and feedback that aimed to make the students practice pronunciation, the researcher found that the students' pronunciation got better. It was showed when they produced utterances during the games and learning process. By drilling words, the students know the correct pronunciations for each word. By giving feedback for student's pronunciation directly, the researcher had improved the students' pronunciation. They were more aware of their own and their friends' pronunciation. The students also developed self-correction and friends-correction slowly. The problems existed were they still made some mispronunciations and the students said that the researcher was too fast in speaking and giving the right pronunciation to be repeated. The researcher thought to keep the pronunciations practice activities and speak slower as a model.

**c. Implementing communicative games**

In implementing the games in Cycle 2, the researcher found improvements on students' speaking skills, confidence, and interactions. Communicative games provided chances for students to experiment with the language and to practice the language they have learned. On the other hand,

the researcher also found the time management to play the game was bad. In the “At the Restaurant” games for examples, the time allocation was not enough to conduct comment and reflection sessions with the students. The order of the game and time spent to do other tasks seemed to be the reasons. The rules of the games should be told clearer to avoid students to from not doing exactly now what to do in the games. In giving examples of what to do in the games, the researcher had to make sure everyone paid attentions.

#### **d. Giving Hands-out**

Giving handout for the students made the teaching and learning process run well. The students did not waste time to copy the material from white board because the teacher explained the materials that were actually written in the handouts. The tasks that were made and chose creatively encouraged students to do the tasks more seriously than before. One better thing about giving handout for the students was about a half of the student studied the handout outside the class, some students even did all the tasks in their houses, and it made them more ready for the class.

The problem was that some students lost the handout or forgot to bring it for the second meeting of a topic. Those who did shared handout with the person sitting beside them. It made some students uncomfortable, so the researcher had to make more copies of the handout in Cycle 2.



### e. Using Classroom English

The students got some new expressions because of the English exposure given by the researcher using classroom English. They also started to get used to hear the researcher speaking in English and to understand the meaning of what the researcher said. But for the long expressions or sentences that the researcher used, the students needed extra time to understand. They also thought that the researcher spoke English too fast. They wanted the researcher to speak slower. Only few students started to speak English in asking and answering the researcher' questions, giving comments and opinions in the learning process.

**Table 7 The Results of Cycle 1**

Planning	Implementation	Results
Vocabulary practice	<ul style="list-style-type: none"> <li>Students did a lot of tasks to drill vocabulary</li> <li>Researcher explained difficult words rather than giving direct translations.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to speak English using the new vocabulary they got</li> </ul>
Pronunciation practice	<ul style="list-style-type: none"> <li>Researcher drilled words and expressions</li> <li>Student read aloud dialogues</li> <li>Researcher gave direct feedback to students' pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Less mispronunciation occurred than before</li> </ul>
Implementing communications games	<ul style="list-style-type: none"> <li>Survey game</li> <li>At the Restaurant game</li> </ul>	<ul style="list-style-type: none"> <li>Students got chances to practice speaking</li> <li>Students were</li> </ul>

		encouraged to speak English • Student did not get bored
Using classroom English	• Using classroom English to open and end the class, to explain materials, to give feedback	• Student got a lot of exposure of spoken English • Few students started to use English to give response to the learning process and teacher.
Giving handout	• Giving handout for every topic for each student	• Students got more concentrations • Students were challenged to do the tasks

There were three other reflections that the researcher got from the observations during cycle 1. The first was that some students often asked permissions to the rest room in every meeting and took a long time outside. The researcher asked the other student whether those students had certain illness related to their actions. The researcher found that they didn't have any illness. So it was possible that they were making excuse to leave during the class. This interrupted the researcher in explaining the materials and made them left behind during the learning process stages. The second was that some students that were identified as trouble makers disturbed other students during the learning process. They made random noises, walked around the class, disturbed other students in doing tasks, did not want to perform in front of the class and wanted to come home and to finish the class early. And the last was that the students were very enthusiastic when the researcher asked them to perform speaking in front of the class. The researcher planned to design the

next actions in cycle 2 as the responds to these and all the reflections above including creating more chance for them to perform in front of the class.

### **C. Report of Cycle 2**

Based on the observations during the implementation of the actions, the researcher then had discussions with the collaborator and the English teacher. that was done to make reflections and to get the conclusions whether the actions worked well or not and whether the researcher need to stop or continue the actions. The reflections showed that some actions ran well as planned and some needed improvement and modifications. Based on the reflections, 3 new actions would be conducted and all the actions in cycle 2 were done with improvement and modifications in cycle 2 to get better results in teaching and learning speaking English. The new actions were giving more attention to the trouble makers, making rules about going outside the classroom. Cycle 2 was planned to be carried out in 3 meetings on 6<sup>th</sup>, 9<sup>th</sup>, and 13<sup>th</sup> September, 2013. Here are the clear reports of what happened in cycle 2.

#### **1. Planning**

Cycle 2 was planned to be carried out in three meetings, table 7 below shows the schedule planned for cycle 2.

**Table 8 Schedule of Cycle 2**

No,	Date	Topic	Game	Time
1.	6 <sup>th</sup> September 2013	Jobs	20 Questions game	2x45'
2.	9 <sup>th</sup> September 2013	Jobs Asking and giving opinion	Survey Game -	1x45' 1x45'
3.	13 <sup>th</sup> September 2013	Asking and giving opinion	Famous People Game	2x45'

**a. Vocabulary practice**

The researcher kept giving a lot of vocabulary drills to the students through various tasks. The tasks would be kept challenging and attractive with a lot of pictures. The students would do the tasks in pairs like what they did in cycle 1. The practices were conducted before implementing the game. During the learning process, if the student asked for the meanings of words, the researcher explained the words rather than give the translations directly. To maximize the vocabulary practice, the researcher would ask other students to correct or help their friends in find the meaning of difficult words to make them more independent s learners.

**b. Pronunciation practice**

The researcher planned to give pronunciation practice for every topic to improve students' pronunciations. There would be words and expressions drills, and reading aloud like what he teacher did in cycle 1. To maximize the

drills, the researcher would speak slowly in giving the example of correct pronunciation. The drills were done before the game was played. During the class the researcher would give direct feedback to students' pronunciation, whether it would be in the form of corrections or compliments. To maximize the pronunciation practice, the researcher would ask other students to give feedback to their friends' mispronunciation and would ask some students to read dialogues in the front of the class due to the result of reflection of cycle 1 that the students liked to perform in front of the class.

**c. Using classroom English**

The purposes of using the classroom English were to give more exposure of spoken English to students and to force them to get used to giving comments and response, asking and answering questions in English. In cycle 1, the implementation of this action showed improvement on the students.

The researcher would vary the expressions of classroom English in teaching and learning process to open and end the class, to give feedback and explain the materials.

**d. Implementing communicative games**

Based on the syllabus of the school, the researcher selected the standard of competence and the basic competence. After that, topics were chosen and course grid was build. The topics were Jobs, and Giving and Asking Opinions. The researcher discussed with the collaborator about the topics chosen. When the topics were selected, the researcher tried to find the communicative games that were suitable for the topics and also for the students needs and characteristics. In the last, the researcher selected 3 games to be implied in cycle 2. Then, the researcher, again, asked for the suggestions of the collaborator.

- R : *Oiya, Ini course grid dan RPP untuk cycle 2 Bu, gamenya juga, ini.*(Here are **the course grid and lesson plans for cycle 2** Ma'am, and also the games)
- ET : *Yang present tense ini sudah diajarkan kelas 1 mba,*(the **present tense was taught** in class X)
- R : *Oh iya, tapi untuk topik Jobs itu perlu Bu,*(But it is needed for topic of Jobs Ma'am)
- ET : *Iya sih, apa ditekankan pada Yes and No qustionya dengan present tense? (How about **emphasizing on yes and no questions** with present tense?)*
- R : *Itu juga lebih bagus Bu, pas main game mereka perlu itu.*(That's better Ma'am, they need it when they play the game)
- ET : *Ini saya tau gamenya, kalau Famous People ini?*(I know this game, but this Famous People?)
- R : *Saya lihat itu modifikasi dari Survey game Bu* (I saw it is the modification of Survey game Ma'am)
- ET : *Oh, bisa ini mba, yang tadi jangan lupa diganti ya* (It will do, don't forget to change that one)
- Interview transcript 15

The games would be 20 Questions and Survey game for the first topic in cycle 2, Jobs, and Famous People game for the second topic, Asking and Giving Opinions.

20 Questions game would be implemented in practice stage and Survey game in productions stage of Job topic. Famous People game was planned to be carried out in production stage of Asking and Giving Opinions topic. The game planned to be played in practice stage was to make a variation and to avoid the students from getting bored.

In telling the rules of the games, the researcher planned to use the simplest ways to make the rules really clear and to ensure everyone would understand what to do in the games. The researcher would ask some students to perform the games in front of the class to make them happy. That was because the reflection of cycle 1 showed that the students like to perform speaking in front of the class. In the end of every game, the researcher expected the students to improve their confidence, motivation in joining English class and speaking skills.

#### **e. Giving handout**

Like what the researcher did in cycle 1, the researcher planned to continue the action of giving students handout for every topic. One topic was planned to be carried out in 2 meetings. So it meant every handout given was for 2 meetings. The handout contained the material (in brief) and a series of tasks related to the topic. There were plenty of pictures and task variations in the handout to get the students more attracted and challenged. Due to the fact

that some students lost and forgot their handout for the next meeting of each topic in cycle 1, the researcher would bring other copies of the same handout for students who forgot or lost their handout.

**f. Giving more attention to trouble makers**

In cycle 2, the researcher planned to give more attention to the trouble makers in the class. The action was aimed to make the students feel special and responsible to the class so they would not make any trouble anymore would not disturb the other students and the learning process. The attention that would be given was in the form of complementing, understanding, coming to their seats when they were doing tasks and asking help. But the researcher would not neglect the other students by giving too much affection and attention to the class trouble makers.

**g. Making rules of going outside the class**

There were some students that kept asking permissions to go to the rest room during the class, whether in the middle of the explanations or tasks. The researcher planned to make a rule about going outside during the class. Everyone should have gone to the rest room before the class started so they would not need to go there during the class. And when they really need to go to the rest room during the class, there would be only 5 minutes to go and he or she must go alone. This action aimed to avoid students left behind in



learning process and to avoid any interruption that break other students concentrations.

## **2. Action and observation**

The actions of cycle 2 was planned to be in 3 meetings but the actions were carried out in 4 meetings covering 2 topics. It was because on Monday 9<sup>th</sup> September 2013, the school decided to reduce the lesson hour into about 35 minutes. So, the first topic, Jobs was done on 6<sup>th</sup>, 9<sup>th</sup> and 13<sup>th</sup> September 2013 and the second topic was Giving and Asking opinions was done in 13<sup>th</sup> and 16<sup>th</sup> September 2013. In doing the actions, the researcher was helped by a collaborator to observe the implementation of the action in teaching and learning process, to take photographs and videos of students' performance and to take field notes. The English teacher always came to the class and sat in the very back seat together with the collaborator.

### **a. Vocabulary practice**

The students practiced new vocabulary for every topic through various tasks before the games were played. They did the tasks in pairs. The practices of the vocabulary were in the forms of matching picture tasks, finding meaning, listening tasks and matching descriptions. The researcher kept

explaining the words rather than translating directly. To maximize the vocabulary practice, the researcher gave a chance for students to correct their friends' vocabulary mistakes.

For the first topic, the vocabulary that was drilled was those related to the occupations. The students were asked to match several occupations with their simple descriptions. Without looking at the dictionary, almost all of the students could do the tasks. They asked meaning for certain words in the descriptions but not the answer.. The students were not surprised when the researcher explained the words in English rather than translating them directly.

- R : *Ibnu, kalau Miss Hani menjelaskan arti kata kata susah sebenarnya kalian paham ga?*(Did you understand it **when I explained the meaning of difficult words?**)
- S : *Paham Miss, kan Miss kasih gerakan sama kasih contoh Miss* (Yes I did. **You gave gestures and examples**)
- R : *Ohh... begitu?*(Really?)
- S : *Iya Miss, udah biasa kalau kita nanya terus Miss ga mau ngasi tau artinya langsung* (Yes Miss, I get used to it)
- R : *Iya, menurutmu mending yang mana?*(Which one do you prefer?)
- S : *Ya yang itu gapapa si Miss, kan kita nebak nebak gitu* (That one is no problem, we can guess Miss)
- (Interview transcript 22)

For the second topic, the researcher drilled the vocabulary related to physical appearances and behavior. The students were asked to match pictures of famous people with the characteristics that the people might have. The characteristics were about the physical appearances and the behavior and they were provided in the box near the pictures. Then they were asked to

find the opposites of words they had learned before. Listening task to improve their vocabulary was also conducted and the last, they were asked to find meanings of certain words.

“Olgaaa , Miss” I asked their opinion about him. Students answers in English with words like “Funny”, “Handsome”, “Ugly”. “Beautiful”. Then I asked them to see a table of famous people. I prepared speaker and laptop. I asked them to prepare to listen to audio and to number the picture based on what they heard in the conversations. All of the students was silent to listen to the audio. I replayed the audio once. The class discussed the results of the listening activities for number 1 to 5. (vignette, meeting 3, cycle 2)

Through several vocabulary practices, the students got a lot of new vocabulary to be used when they wanted to speak English. Because they knew more words than before, they were more confident to speak English in the class to the teacher.

- R : *Pas mencari opposite dan latian pake gambar itu gimana?* (How about **finding opposite with pictures**?)
- S1 : *Bisa Miss bisa*(I could do that Miss)
- R : *Dapat apa dari latihan latihan tadi?*(What did you get from the tasks?)
- S1 : *Kata kata baru Miss, adjective hehe* (**New vocabulary** Miss, adjective)
- S2 : *Iya, dapat vocab Miss jadi g bingung pas ngomong* (Yes, I got vocabulary Miss, I **did not get confused to speak** (with the new vocab) )
- (Interview script 28)

#### **b. Pronunciation practice**

The researcher made the students practice their pronunciations during the class before they played the games. For the first topic in cycle 2 that was Jobs, the researcher drilled the students to practice to pronounce related

words to the jobs. They were asked to match some occupations with the descriptions and then the researcher gave the example how to pronounce the words and sentences. The expressions that were drilled were the expressions of asking yes/ no questions to play 20 Questions game that was played for the practice stage. The researcher asked them to change sentences into yes and no questions. After that the students were asked to say the changed sentences. They directly changed the sentences orally. Then the expressions of asking and telling someone's job were also drilled. The researcher provided a box containing the expressions. Then the researcher drilled the expressions by giving examples first.

I asked them to see their handout. Some students forgot the handout and I gave my extra copy. I asked them to study the expressions in the table. "Which one, to ask someone's jobs?" They said the bottom left ones. I gave them the example of how to pronounce the expressions one by one. I did it slowly. They repeated the expressions one by one after me. (Vignette, meeting 3, cycle 2)

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There was a dialogue containing the expressions and vocabulary they had learned. The students practiced their pronunciation by reading aloud the dialogue.

The whole class answered orally together. Then I asked the students of two lines in my rights to be Sarah (a character in the dialogue) and the students of two lines on my left to be Tomy (a character in the dialogue). I guided them to practice the pronunciation by reading the dialogue. I gave them example before they did that, they repeated after me and then I let them read by them shelves. (Vignette, meeting 3, cycle 2)

For the second topic that, Giving and Asking opinion, the researcher drilled the students to pronounce words related to physical appearance and behavior. After they finished matching the words with the pictures in the task, the researcher gave the example to pronounce each word, and then the students repeated 2 to 3 times. For the expressions, the researcher asked the students to practice to pronounce the expressions of asking and giving opinions. There was a box in the students' handout, containing the expressions. The researcher gave examples how to pronounce each expression then they repeated 2 to 3 times.

To practice the pronunciation in that topic, the students were asked to read aloud a dialogue too. The dialogue contained the expressions and the vocabulary they had learned. All the drill was done before the students played the games.

Every time the researcher gave examples, she said every single word as slowly as possible and as clearly as possible to make the students easier in copying the pronunciations. The researchers spoke slowly and stopped per phrase. It was because in cycle 1, they found it very difficult to repeat sentences. After 2 or 3 repetition, the researcher pronounced the full sentences. The students found it easier to repeat. The practice also helped them to speak confidently.

R : *Tadi asking and giving opinion pas di game kalian semangat ya?*(You looked enthusiastic in asking and giving opinion in the game?)

- S1 : *Soalnya kan kita bisa Miss. Jadi ga mikir ngomongnya.. hehe* (It was because we could. **We did not need to think first to speak**)
- S2 : *Iya Miss, udah bisa soalnya, kalau belum pasti ga mau ngomong* (Yes Miss, that's because I could, if no, I couldn't speak for sure)
- R : *Jadi udah PD gomongg bahasa inggris sekarang kan?*(So **you got your confidence** to speak English didn't you?)
- S1 : *Iya Miss, kan udah sering latihan.*(Yes Miss, **I practiced a lot**)
- S2 : *Iya, kan uda latihan mengucapkan yang benar terus belajar kata kata untuk ngomong juga* (Yes, I also practiced pronunciation and vocabulary to speak)

(Interview transcript 30)

Due to the fact that the students liked to perform speaking, the researcher asked one or two pairs of the student to read the dialogues for the class in their seats. Actually they wanted to go in front of the class but the researcher had to manage the time and decided to make them read on their seats.

They had to use the expression and the vocabulary they have learned but without writing them done. I gave them time to practice then I asked one pair to perform their speaking in their seat. "Not in front Miss?", "On your seats, okay" Almost all of the pairs wanted to perform but I asked the students that rarely active during the class to perform. (Vignette, meeting3 cycle 2)

To maximize the pronunciation practice, the researcher gave students opportunity to correct their friends' mispronunciations.

"Anyone has different answer?" all have the same. "Good, and Yanuar, please number 2?" I moved around the class to see the students work. I gave feedback to a student "/cef/? Ummm.. How do you pronounce it?" I asked the class, and then other students responded and said the correct pronunciation for the word chef. (Vignette, meeting 1, cycle 2)

- R : *Ohh.. iya, kalau pronunciation practice yang saya berikan bagaimana Bu?*(How about **the pronunciation practice** I gave?)

- ET : *Bagus ya, anak anak terlihat lebih baik pronunciationnya saat membaca dan berbicara*(**Good**, when they read and spoke English, the students' pronunciation was better)
- R : *Menurut saya juga begitu Bu.*(I think so Ma'am)
- ET : *Terus kan mereka jadi lebih berani dan yakin saat berbicara, kosa kata bertambah dan pengucapan menjadi baik soalnya..*(And then they were braver and surer when **they spoke, their vocabulary and pronunciation were improved**)
- (Interview transcript 26)

The feedback that was given by the researcher to the students\ pronunciations during the learning process in the class resulted in the improvement of their pronunciations. They made fewer mistakes on speaking. The feedback also improved the students' awareness in speaking, they learned from the feedback given for other students. The students were improved their confidence too as they improve their pronunciations.

- R : *Ibu, menurut ibu pengaruh feedback yang saya berikan apa ke siswa?*(Ma'am, in your opinion, what are the influences of the feedback I gave to the students?)
- ET : *Yaaa kan terlihat, mereka jadi bertambah ekspresi nya dan vocab nya* (You can see it, **they improved their expressions and vocabulary collections**)
- R : *Ohh.. iya, kalau pronounciation practice yang saya berikan bagaimana Bu?*(How about the pronounciation practice I gave?)
- ET : *Bagus ya, anak anak terlihat lebih baik pronunciationnya saat membaca dan berbicara* (Good, it can be seen **when they read and spoke English, the students' pronunciation got better**)
- (Interview transcript 26)

**c. Implementing communicative games**

The plan ran well. The researcher finished cycle 2 in 4 meetings. For 4 meetings of cycle 2 there were 3 games implemented. The games were 20 Questions, survey and Famous People game.

The first game was 20 Questions game for Job topic. It was implemented in the practice stage in the second meeting. In the game, a student had to stand in front of the class and the researcher would whisper a name of a job. The rest of the class had to guess what the job by asking yes and no questions for no more than 20 questions. And the one that stood in front of the class could only answer the questions by saying yes and no.

Without longer explanation about the rule, the researcher gave an example how to play the game. The teacher acted as the first person who stood in front of the class and gave example how to ask the questions. Then the next students standing in front of the class were chosen by the researcher. And then quiet and shy students were chosen to make chance for them in performing in the class, to be exposed and to get more confidence.

Everyone said they understood and the game was started with me as the first one stood in front of the class. Student began to asked me "Do you cook?" another said "Do you driving?" then I correct them, "Lina, not driving, verb 1, okay? What is the verb 1 of driving", she said "Drive" "Yes, that's it, repeat the question Lina" she asked " Do you drive?" I said "No", finally students guessed that I was a pilot. I asked a volunteer to be in my place. I chose the shy one. (Vignette, meeting 2 cycle 2)



The next people that had to stand in front of the class after the shy one were the noisy ones and those who rarely participated in the class. This was done to give them chance to get more interactions.

Before the game, the students were taught about the vocabularies, expressions and how to ask yes/ no questions that were needed to play the game. The vocabularies were name of occupations, such as electricians, mechanic, and waiter and so on, and the information related to the job descriptions.

Then I asked them in pairs to match words (various occupations) with the simple descriptions of what people did in the job. The vocabulary drilling that had been done help them a lot in doing the task. “Any questions?” I asked them during they were working “Not yet miss” and they did the task very well, I asked a volunteer them pointed out some students to read the answers one by one to practice their pronunciation. (Vignette, meeting 1 cycle 2)

The students were very challenged in the game and all of them spoke English to ask questions. The class was crowded with students speaking English. The situation was very fun too.

Student began to asked me “Do you cook?” another said ”Do you driving?” then I correct them, “Lina, not driving, verb 1, okay? What is the verb 1 of driving”, she said ”Drive” “yes, that’s it, repeat the question Lina” she asked “ Do you drive?” I said “No”, finally students guessed that I was a pilot. I asked a volunteer to be in my place. I chose the shy one. The trouble maker students did not troubled the learning process, they enthusiastically asked many questions. It made other to ask a lot of questions too. Some students asked “Do you singer?”, “Do you chef?” then I stopped the game for a while to remind them they had to use verb 1 only. I listed some verb they had learned before in the white board ”What are verb 1 that you learned?, verb 1?” they answered a lot of verb 1. The lists make them easier in guessing and avoid them to made mistakes. Then let the next student in front of the class to think about a job, I sat among the students and tried to guess too. I stood up and ended the game after 5 students had stood in the front. “Okay, how was the game?” “Very cool Miss”. “Awesome”. (vignette, meeting 2, cycle 2)

During the game the researcher observed them and gave feedback for the mispronounced words and to correct the ungrammatical questions. The researcher also helped the students to ask questions by listing some verbs in the white board. After the researcher thought the game was enough and before the students got bored, the game was ended. In sharing sessions, the students said that 20 Questions game was the best game among all that the class had played.

- R : *Iya Bu, apa lagi Bu?* (Yes Ma'am, what else?)  
 ET : *Anak anak yang memang sangat nakal didiamkan saja, mereka memang selalu begitu. Tapi tadi anak anak semangat sekali main 20 Questions game. (You can just ignore the trouble makers, they were always like that. But **they were very enthusiastic** to play 20 Questions game)*  
 R : *Kelihatanya memang antusias sekali Bu* (Yes they were Ma'am)  
 ET : *Iya, saya senang kalau aktifnya berbiacara bahasa inggris begitu mba* (Yes, I'm happy when they were active to speak English like that)  
 (Interview transcript 22)

The game was carried out as it was expected. Everyone asked questions and participated during the game. Some students creatively created sentences to guess the job in the game when they did not know how to say it correctly.

The second game was Survey game which was carried out in the next day, the third meeting of cycle 2. The game was conducted for the production stage. There were 19 different pictures of jobs for everyone. Each student also got a table containing names of friends, jobs and job descriptions. The game required the students to walk around the class and asked their friends' jobs

and told their jobs based on the pictures. At least each student had 4 friends to be interviewed.

The researcher told the rules of the game in very simple way and gave example to make the students really know what to do. The researcher said when she got a picture of doctor, it meant that she was a doctor and told everyone who asked her that her job was doctor and her duty was to treat patients' illness. This was the second time they played survey game so they understood what to do quickly.

After that, I told the students that we would play a game. "Do you remember about survey game *saat pertama kali* Miss Hani *ngajar*?" they said yes. I spread the table that would be used in the game and told them the rules, because almost all of them had played the game. "Faris, do you know what to do?" I asked the student that was absent when the last survey game was conducted. "Yes, *bertanya ke teman*", "And then what?" he answered that each person has to write their friend's name on the table given. I gave them example. I asked them to start. i walked around to see the students' performance of speaking. (vignette, meeting 3, cycle 2)

Before the game was played, the researcher did not teach too much because on the previous meeting, they already learned a lot. The researcher only had some review from the previous meetings about several occupations and the expressions of asking and telling someone's occupations and the descriptions of what people do in their jobs.

I activated their knowledge about jobs and descriptions of jobs. Then I asked "*Kalau mau bertanya* about someone's job, what do you say?" they said "Do you cook?". "*Itu miss*, Do you drive?", I responded "Yup. That's right everyone", then I asked the trouble maker student "Ibnu, what do you think? *Kalau mau bertanya* about someone's job?" he said. "Mmm. *Anu miss*... what do you job?" I said that was almost correct. I asked them to see their handout; some students forgot the handout

and I gave my extra copy. I asked them to study the expressions in the table. “Which ones, to ask someone’s jobs?” They said the bottom left ones. I gave them the example of how to pronounce the expressions one by one. I did it slowly. They repeated the expressions one by one after me. I repeated the drilling twice, and then I asked them read the expressions of how to ask someone’s jobs by their own. Some of them incorrect to pronounce ‘duties’ and I correct them “Umm...what do you think? *Cara mengucapkan duty tadi bagaimana ya?*” then other students respond to my questions by saying the correct pronunciation of duty, I asked the students to repeat the correct pronunciation of ‘duty’ twice. I did the same for the expressions of telling jobs descriptions, asking and telling someone’s educational degree. Some students had mistaken to pronounce ‘major’. I asked the class how to pronounce ‘major’ correctly. (Vignette, meeting 3 cycle 2)

In the game, the students asked questions to their friend sitting next to them and then they started to walk around the class to ask the others. They used the expressions and the vocabulary taught. Many of the students used the same expressions to ask and to tell their job. The researcher walked around to hear their speaking and to give feedback for those who made mispronunciation. The researcher also asked the students to use various expressions in asking and telling jobs.

“Febri Ari, let me hear you are speaking” both of them demonstrated the game in their seat. I said to them to try other expressions. I provided them with 4 expressions for each function but almost the entire student used only one. “Hallo class” I gained them attention. “Please use various expressions, *jangan cuma satu yang dipakai*. Okay?”. They tried to used various expressions to ask and tell someone’s job and the descriptions. (Vignette, meeting 3 cycle 2)

After everyone seemed to get 4 names in their tables, the researcher ended the game and asked the students in pairs to come forward to perform the game. It was done because it was the form of the researcher appreciation

to their effort in learning speaking; they like to perform the game in front of the class. After that, the researcher held sharing sessions to share opinions, comments and feelings about the game and to calm the students down and to prepare for the next learning topic in that day.

The students were enjoying to walk around and to speak English with their friends to complete the game. They improved a lot in performing survey game; more confident, speak lot and used various vocabularies.

- R : *Ibu, menurut ibu pengaruh feedback yang saya berikan apa ke siswa?*(Ma'am, in your opinion, **what are the influences of feedback** I gave to the students?)
- ET : *Yaaa kan terlihat, mereka jadi bertambah ekspresi nya dan vocab nya* (It can be seen, their **expressions and vocabulary collection were improved**)
- R : *Ohh.. iya, kalau pronunciation practice yang saya berikan bagaimana Bu?* (How about **the pronunciation practice** I gave Ma'am?)
- ET : *Bagus ya, anak anak terlihat lebih baik pronunciationnya saat membaca dan berbicara* (**Good**, the students seemed to have better pronunciation when they read and speak English)
- R : *Menurut saya juga begitu Bu..*(I think so Ma'am)
- (Interview transcript 26)

The last game was Famous People for giving and asking opinion topic. It was implemented in the last meeting of cycle 2 or the 4<sup>th</sup> meeting. The students had to find friends that had the same opinions with them about famous people. They had to walk around and asked their friend's opinions to complete the games. There was a table given for each containing several pictures of famous people and the opinions written beside each picture, and a table to write thir friends' names who shared the same opinions.

After telling the rule in a simple way, the researcher gave the students an example. Giving example was really useful to make all the students understand what to do.

Before applying the game the researcher gave and drilled the vocabulary and expressions needed. The vocabulary was about physical appearances and behavior, while the expressions were the expressions of asking and giving opinions.

When the game was started, everyone talked to their friends about their opinions and they tried to find the people with the same opinions as theirs. They spoke loudly and walked around the class. The researcher came closer to hear and give feedback to students' language.

In the last meeting of cycle 2, the researcher asked every student to come forward with their partner to perform how they asked and gave opinions. The researcher was helped by the collaborator in holding the assessment. The researcher wrote the score then the collaborator took the pictures and videos of them.

I gave them example how to play the game. "Any questions? Does everyone know what to do?" they said yes. The game started, they began to speak English to each other. They walked around. I observed them for few minutes and walked around to hear their speaking. Everyone did very well and spoke confidently. Then I asked students in pairs to come forward. I went to take their speaking scores. They chose their own pairs. (Vignette, meeting 4 cycle 2)

The students were very enthusiastic to come forward to perform. Almost all of them could improve their confidence in speaking English, pronunciations, vocabulary and motivation in learning speaking by the implementation of communicative games.

- R : *Tadi gamenya gimana?*(How was the **game**?)  
 S1 : *Ya begitu Miss, menarik* (It was **interesting** Miss)  
 S2 : *Soalnya tentang artis* Miss (It was because the lesson was about artist Miss)  
 R : *Game bikin kalian apa si di pelajaran bahasa Inggris?*(What did **game** did to you in English lesson?)  
 S1 : *Mmmm.. jadi serius pas belajar gomong buat main gamneya* (It made me more **serious to learn** English to play the game)  
 S2 : *Bikin seneng* Miss, *kan seperti ga belajar pas main game* (It made me happy Miss, It made me did not feel like study)  
 S1 : *Jadi pada sering masuk kelas juga* Miss, *itu Ibnu kan dulu sering bolos* (It made the **students joined the class often** Miss, Ibnu skipped the class often (before the game implemented))  
 (Interview transcript 31)

#### d. Using classroom English

In every meeting, the researcher greeted, opened the class and asked their conditions in English. The researcher tried to ask various things before the lessons started. This was done to improved students' vocabulary mastery and speaking skills. They used English and tried to recall their vocabulary collection to respond to the researcher questions.

“What did you before I came? Slept? Went to canteen? The students answered. “Sleeping Miss”, “I play football *di halaman* Miss” , “Nothing Miss, hehe” They seemed to understand what I said. Then I brought students to the lesson. “What we have learned on Friday? Last meeting?”, “Umm.. Forget Miss”, I told them to recall the lesson. “Umm... yang yes I do.. do you cook..? do you ...?” (Vignette, meeting 2 cycle 2)

To explain the material, the researcher also used English. She maximized the use of English by enlarging the portions of English to explain the material. Students did not find difficulties to accept the lesson. When they did, the researcher used both Bahasa and English. They began to get used to hear and speak English with the researcher. When the researcher had to use difficult words and long sentences to deliver certain topic, she mixed the use of English with Bahasa Indonesia and made the explanations more clearly with the gestures.

Classroom English was also used to give students feedback, they were in the forms of compliments, corrections and questions. The researcher gave feedback every time they made mistakes on their pronunciations, said good sentences, finished tasks very well, responded to the explanations and performed.

In the end of every meeting, the researcher asked students various questions to sum up the material for that day then ended the class in English too..

Then I summed up the lesson today “Okay class, what did we do today?” they answered, “What else?” they answered “Are you happy today?” they answered while they were packed to go home. I said the next meeting would be the last one and I asked them to study and keep the handout. I greeted them and said good bye, “Well, have a nice day, see you on Monday”. (Vignette, meeting 3 cycle 2)



Those aimed the students to get English exposure till the end of the English class. They tried to respond in English that it meant they practice their English.

#### e. Giving handout

Giving handout in cycle 1 for every topics improved students' concentrations and the process of learning. In cycle 2, the researcher gave a handout for each student for every topic too. The difference was the researcher had extra copy of handout in the next meeting of the same topic. Some students often left or lost their handout, With the extra copy, they did not need to go outside to copy or to share the handout with other students. For every topic, the handout given was containing a lot of pictures to attract students' attentions. There tasks there were made creatively to make the students more challenged in doing the tasks.

- S2 : *gambar gambarnya juga bikin tambah menarik* (The **pictures** made it more attractive)  
 R : *Gambarnya bantu kalian belajar vocab ga?* (Did the pictures help you to **learn** vocabulary?)  
 S1 : *Iya, pas ngerjain tugas jadi gampang* Miss (Yes, I find it **easy** to do the tasks)  
 S2 : *Kan jadi tertarik ngerjain dari pada tulisan semua* Miss (I were more **challenged** to do the tasks)  
 (Interview transcript 23)

Giving handout for everyone were successful to lead the students save time without needing to copy the materials in white board, and to make them more focus during the teacher explanations.

- S1 : *Soalnya asik belajarnya Miss, tapi hari ini terlalu mudah task task nya* (It's because the lesson was **fun** Miss, but today the tasks were too easy)
- S2 : *Iya Miss, gampang banget, hehe* (Yes Miss, very easy)
- R : *Bagi yang lain ga segampang bagi kalian. Kalau fotokopian yang Miss kasih gimana?*(It's not that easy for others, how about the **handout** that I gave you?)
- S1 : *Jadi ga perlu nulis Miss, hehe* (I did not need to write Miss)
- S2 : *gambar gambarnya juga bikin tambah menarik* (The pictures made it more **attarctive**)
- R : *Gambarnya bantu kalian belajar vocab ga?*(Did the pictures **help** you to learn vocabulary?)
- S1 : *Iya, pas ngerjain tugas jadi gampang Miss* (**Yes**, I find it easy to do the tasks)
- S2 : *Kan jadi tertarik ngerjain dari pada tulisan semua Miss* (I were more **challenged** to do the tasks)
- (Interview script 23)

#### f. Giving more attention to trouble makers

During the meetings in cycle 1, the trouble makers in the class seemed to disturb other students and the learning process in the class. The researcher then initiated to give more special treatment and more attention to them. The actions were aimed to reduce the disturbance made by them, to make them participate actively in the class and to make them get the knowledge in every lesson.

When one of them started to make noise by saying random things, the teacher asked him to answer question or to give comment. Sometime the

researcher walked around their seats. All those things were done with a friendly face and manners.

When any of them looked sleepy and bored and ignored the handout and the explanations, the researcher directly asked his conditions or asked whether he was willing to read sentences for the class.

Almost all of the pairs wanted to perform by I asked the students that rarely active during the class to perform. The trouble makers made noise during their friends' performance. "Ibnu, Faris, you perform after this ya" They said okay and practiced in low voices. (vignette, meeting 3 cycle 2)

When the researcher needed any help with the audio and speaker for listening activity or with the handout, those kinds of students were the first choice. It was done to give them responsibility, to make them feel special among others, to make them realize that the researcher put thrust on them. Those feelings lead them to show better performances during the teaching and learning process. They still talked a lot but their sayings were related to the lessons, whether questioning, commenting and answering. The tasks given were done and if the teacher asked for volunteer to perform, they liked to go in front of the class. The situation influenced other students, because they rarely disturbed them anymore but encouraged others to be more confident to speak English and active in the class.

ET : *Anak anak yang memang sangat nakal didiamkan saja, mereka memang selalu begitu. Tapi tadi anak anak semangat sekali main 20 Questions game. (You can just ignore the trouble makers, they were*

- always like that. But **they seemed so enthusiastic** to play 20 Questions game)
- R : *Kelihatanya memang antusias sekali Bu* (Yes, they seemed were enthusiastic Ma'am)
- ET : *Iya, saya senang kalau aktifnya berbiacara bahasa inggris begitu mba* (Yes, I'm happy when they were **active** to speak English like that)
- R : *Ibnu dan kawan kawan itu juga sudah lumayan di kelas Bu* (Ibnu and friends **had been good** in the class too)
- ET : *Iya, Yanuar juga, sudah lumayan terkontrol. Dulu itu jarang sekali ikut kelas lho mba.* (Yes, Yanuar could be controlled too, he rarely joined the class (before the actions))
- (Interview transcript 22)

#### g. Making rules of going outside the class

In cycle 1, some students often asked permissions to go to the rest room during the class. There were 2 female and some other students who asked the permissions in every meeting. They disturbed other students' attentions and the researcher explanation. Sometime, they encouraged other students to do the same thing.

In the first meeting of cycle 2, the researcher asked if there were maybe some students who had certain illness that made them need to go to the rest room regularly in every hour. But there were none, so the researcher told the rules to the students about going outside during the class. Almost all of the class agreed to the rules. Some students bargained and asked for more minutes to go outside. The situation was showed below in the vignette.

I discuss a rule of going outside to the class. "Umm,, when we are studying no student go outside the class, *gimana?*" some girls said, like what I have expected

“*Kalau pengen pipis gimana Miss?*” I said “ You have to go before the class” some students did not understand and did not really hear what I said so I repeat it slowly,” no one go outside during the class, when we are studying (I helped them understand with my hands gestures). *Yang mau ke belakang*, you go before the class, before I come, okay?” they understood what I meant and answered “*Yaaaaaaah , okelah Miss*” I said” *Yang mau ke kamar kecil*, I give you 5 minutes, and you go alone okay?” I slowly said the rest of the rule. When they have agreed and seemed to be ready for the class, I leaded them to start the class. (Vignette, meeting 1 cycle 2)

The rule was expected to discipline the students during the class. In the first meeting, there was only a student that went to rest room and in the rest meetings of cycle 2, there was none of them go outside.

- ET : *Itu mereka juga senang pelajaran bahasa Inggris jadinya* (They **like** English lesson as the result)
- R : *Iya Bu. Peraturan kelas yang dibuat bagaimana menurut Ibu?*(Yes Ma’am, how about the **rule** that was made?)
- ET : *Efektif ya, mereka jadi tidak pura pura kebelakang lagi* (It’s **effective**, they did not pretend to go to rest room anymore)
- R : *Iya Bu, dulu kan Lina dengan Wahyu sering sekali* (Yes Ma’am, Lina and Wahyu did that often (before the rule made))
- ET : *Iya bener mba* (That’s right)
- (Interview transcript 32)

### 3. Reflection

During the implementation of the actions in cycle 2, the researcher and the collaborator and the English teacher observed the differences that the students and the learning process showed. After implementing the actions, interviews were also held to ask the students’ and English teacher’s reactions or response to the actions. The results of the actions brought the researcher to reflect certain things that were the good and the bad things of the actions

implemented. Below were the clear reflections of cycle 2. The reflections show the weakness and strength of the actions the researcher did.

**a. Vocabulary practice**

After a lot of practices, students' mastery seemed to improve. They rarely asked questions related to simple and common words in the tasks. Their speaking also showed their vocabulary improvement; they used their new collections of vocabulary. They also seemed to be more fluent in speaking; they knew what they would say because they had enough vocabulary to speak to express their ideas and feelings. Javanese and Bahasa Indonesia sometimes were used but it was in smaller portion than before. The student spoke English to the teacher to give comments, to ask and to answer questions and to respond to the lesson. Their sentences were understandable but sometimes ungrammatical.

**b. Pronunciation practice**

Having through a lot of pronunciation practice, the students had improved their pronunciation a lot. They did fewer mispronunciation when they. Some of them, the fast student, were even able to help their friends in correcting their mispronunciation. They looked more confident in performing

speaking in front of the class during the game. With the feedback given by the researcher in the forms of compliments and good saying, they were not afraid to try to speak and make mistakes. The problems were the researcher was not able to give maximal feedback to quite students that spoke less than other students. Those students would only speak when the researcher asked them to or came toward them. They improved their pronunciation but not as much as those who participated in the class actively.

**c. Using classroom English**

As the researcher maximized the use of classroom English, the students get used to trying to speak in English in the class to respond to the researcher's comments, questions and pinions. Even when they still made mistakes and errors, their confidence was improved; they were not afraid of making mistakes and tried hard to speak in English. From the English that was used by the researcher the students learned new vocabulary and expressions in context.

Although there were some good points, there was a weakness in using classroom English. Some explanations were hardly understood by the students so the researcher used Bahasa Indonesia to deliver some materials which could not be understood by the students when it was in English.

**d. Implementing communicative games**

After the implementation of the communicative games, the researcher found that the students got more confidence to speak English. Because the whole class spoke during the game, they were encouraged to speak. Some of them even had experiment on their language to make sentences or utterances. The fun activities of the games encouraged students to learn English seriously and to join every meeting of the English class. Everyone participated in the communicative games, the interactions among the students and with the teacher improved. S

**e. Giving handout**

By giving the students handout for every topic their concentration in getting along with the teacher explanation was improved. The pictures were attracting their attentions to the handout during the class and made them easier in doing tasks. The time to discuss the materials and tasks was longer because the students saved time by not copying the materials on the white boards.

**f. Giving more attention to trouble makers**

The trouble maker students in the class who liked to make a lot of noise and disturbance during the lessons were calmer as the researcher gave them more attentions. They made less meaningless noise. When they spoke,



they made utterances that were questions, comments or opinions about the learning process. Those were meaningful contributions to the class. Their participations encouraged others to participate more during the lesson.

However the researcher had to ensure that everyone got the attention they needed. In doing this action the researcher had to be careful not to neglect other students' works and existence.

**g. Making rules of going outside the class**

The rule that was implemented worked very well. The number of the students that went outside decreased, even in the two last meetings, there was none of them went outside. Their discipline was improved and the learning and teaching process was not disturbed.

**Table 9 Results of Cycle 2**

<b>Planning</b>	<b>Implementation</b>	<b>Results</b>
Vocabulary practice	<ul style="list-style-type: none"> <li>Students did a lot of vocabulary tasks</li> </ul>	<ul style="list-style-type: none"> <li>Students improved their vocabulary mastery</li> <li>The students showed more various vocabulary when they spoke</li> </ul>

Pronunciation practice	<ul style="list-style-type: none"> <li>• Researcher gave chance to students helped others to</li> <li>• correct their pronunciations</li> </ul>	<ul style="list-style-type: none"> <li>• Students improved their pronunciation more</li> <li>• Students help each other's language</li> <li>• Less mispronunciations occurred than in cycle 1</li> </ul>
Using classroom English	<ul style="list-style-type: none"> <li>• Researcher used more various expressions in the class to open, to end and to give feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Students got used to speak English in the class</li> </ul>
Implementing communicative games	<ul style="list-style-type: none"> <li>• 20 Questions game</li> <li>• Survey game</li> <li>• Famous People game</li> <li>• Students performed the game in front of the class in pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Students speaking skill were improved</li> <li>• Students got more confidence to speak English</li> <li>• Students were not afraid of making mistakes anymore</li> <li>• Students interactions improved</li> <li>• Students were motivated to learn to speak English</li> </ul>
Giving handout	<ul style="list-style-type: none"> <li>• Researcher brought more copies of handout in the second meeting of each topic because some students left and forgot their handout</li> </ul>	<ul style="list-style-type: none"> <li>• Students learned the lesson easier and faster</li> <li>• Everyone who lost and forgot their handout got the other ones from the extra copies</li> <li>• Time management was better</li> </ul>
Giving attention to trouble makers	<ul style="list-style-type: none"> <li>• The researcher asked them to answer questions and to give opinions</li> <li>• The researcher asked for helped</li> <li>• The researcher walked near their seats sometimes</li> </ul>	<ul style="list-style-type: none"> <li>• the trouble makers became calmer</li> <li>• the teaching and learning process ran better</li> <li>• other students were encouraged to be more active</li> </ul>

Making rules of going outside the class	<ul style="list-style-type: none"> <li>• Researcher asked students to go to rest room before the class</li> <li>• When a student want to go to rest room, he or she has to go alone and no more than 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• there were no students making reasons to go to restroom during the class</li> <li>• less destruction during the explanations and tasks</li> </ul>
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The scores of the students in cycle 2 improved. It could be seen from the results of the posttests. The researcher took the scores in the last performances of the students. Then means of the pretest and posttest scores were calculated and were compared. The mean of pretest was 6. 9 and the mean of posttest was 10. 4. It could be concluded that the students' scores improved 3. 5.

In the end of the cycle 2, the researcher discussed with the English teacher and collaborator about the results of the research. The results were that the students showed several improvements of their speaking skills through the implementation of communicative games, the researcher would stop the actions here

#### **a. General Findings**

Based on the research that had been conducted in class XI A Automotive of SMK YPPN Sleman, the researcher found that, implementing communicative games was effective to improve speaking skills of the students of class XI A Automotive in SMK YPPN Sleman practicing

vocabulary and pronunciation was needed to give students the basic thing to speak, using classroom English was effective with some little portions of Bahasa Indonesia and created good English exposure to students. Giving handout made the students concentrate in learning English, giving attention to trouble makers worked better than ignoring them, and making certain rule in the class disciplined students in the learning process.

Implementing communicative game gave chance for students to practice their English. It forced everyone to speak, even the shy ones. The chance let them experiment with the language they had learned. Those who did not get used to speak in English begin to adapt themselves to speak English. The fun atmosphere that the games created made students happy and motivated to join the learning activity. Those lead to the learning process effortlessly. Giving feedback to students' performance during the game was needed to give appreciation and to encourage them to speak in the next time. Telling the rules in very simple a way and giving students an example how to play the game was better than giving a long explanation. A good time management was needed to play the game, the time manager had to know when to start and when to stop. During the game, the researcher should walk around to see students' performances and to give feedback. Feedback also gave information to the students how far they have improved their speaking skills, where they need to improve more and what mistakes or errors in speaking they made.

Pronunciation practice was important to be done before the students speak English. The practice can be in the form of pronunciation and expressions drill and reading aloud. Pronunciation practice made students' utterances understandable. In giving example how to pronounce words, the teacher should speak slowly and clearly, and not getting tired of a lot of mistakes students made. Mistakes were not always mistakes; making mistakes showed that students were learning. Pronunciation practices added or strengthened the vocabulary mastery.

Vocabulary practice was another important practice that the students need to gain skill to speak. The practices could be in various forms of tasks. When students were introduced with new words, they had to use them over and over again to make the words stick in their minds. Translating directly did not really help students to acquire new vocabulary, explaining words by giving context, putting them in other sentences, and making gestures were better ways to help the students learn new vocabulary. They would recognize and understand the words easily.

Giving students brief handouts containing brief materials and a series of tasks for every topic helped them to concentrate during the learning process. Pictures and various tasks were needed to make the handout more attractive and challenging. Handout could save time; students did not need to write the material.

Using classroom English to open and end the lessons, explaining materials and giving feedback in the class were good ways to give students exposure in the class. The exposure given through the English classroom was able to add more vocabulary and expressions to the students. It encouraged students to communicate in English with the teacher.

Giving class trouble makers attention rather than ignoring them resulted in good things. They could be very good motivator for others when they were actively participate in the class rather than making random noises. Giving attention could be by calling their names to help them read a dialogue for the class, involving them in any learning activity, and giving responsibility. Those would make them feel special and improve their behavior.

Creating a rule in the class for certain situation to improve the learning process and students' discipline was needed. The example was when your students liked leaving the class in the middle of explanation and tasks. The rule should be simple and agreed by both the teacher and students.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

#### **A. CONCLUSION**

The aim of the research is to improve students' speaking skills through communicative games of class XIA Automotive of SMK YPPN Sleman. The research was action research. The researcher collected the data from the observations of teaching and learning process and the interviews with the students and English teacher. The research was carried out through 2 cycles in 7 days, twice a week. It started on 26<sup>th</sup> August till 16<sup>th</sup> September 2013.

In cycle 1 the researcher implemented some actions: practicing vocabulary, practicing pronunciation, giving handout containing various activity and brief materials, implementing 2 communicative games; Survey, and At the Restaurant game, and using classroom English to open, to end and to explain the material in the classroom. The result of the actions was the students improved their speaking skills.

In cycle 2, the researcher implemented some actions; practicing vocabulary, practicing pronunciation, giving handout, using classroom English, implementing communicative games; 20 Questions, Survey, and Famous People game, giving more attention to trouble makers, and making

rule of going outside the class. The actions result in the improvement of students speaking skills.

Based on the observations and the interviews during the actions, there were several changes that the researcher, collaborator and English teacher found. The changes were showed from the learning and teaching process of English in the class, from the students' behavior toward English lesson and their speaking skills and from the teacher way of thinking. Here are the descriptions about the changing.

a. The changes in teaching and learning process

During the implementation of the communicative games, the teaching and learning process in the class became very interesting. There were various activities for students that encouraged the students to speak English. The atmospheres in the class were fun and relax. The various tasks given supported the practice of vocabulary and pronunciations, the handout saved time and made students more focus on the learning process, the classroom English had good influences to students English. The attention given calmed the trouble makers down. The rule of going outside the class disciplined the students.

b. Changes occurring in students' behavior

During the implementations of the communicative games, the students were active in learning process. They volunteered to answer questions and to



perform without they were asked to. They responded to teacher explanations by asking questions and giving opinions in English. They were aware of other's language and corrected other's pronunciations. They were enthusiastic to join English class and they thought learning English could be fun.

c. Changes occurring in teacher behavior

The teacher was more open minded. She improved her knowledge about various activities and materials to teach English. she realized the importance of 4 skills in English especially the speaking skill. Not only that, she also realized that the students need to be understood, and affection in the learning process.

## **B. IMPLICATION**

From the findings of the research some implications can be drawn as follows

1. Vocabulary practices in the form of various tasks containing pictures improved students' vocabulary mastery. They found the tasks were easier and more attractive. This implies teaching vocabulary using various kinds of tasks were effective to improved students vocabulary mastery.
2. Words and expressions drillings and reading aloud that were combined with the feedback given from the teacher improved students' speaking

skills. This implies that pronunciation practice will be more effective when it is monitored.

3. Implementing communicative games improved students' speaking skills, interactions, motivation and confidence. The games forced and gave opportunities for everyone to practice speaking. This implies that implementing communicative games is effective way to improve students' speaking skills of English.
4. Giving handout containing various tasks and pictures made the students easier and more focus in learning English. this implies that handout is needed in teaching and learning process.
5. Using classroom English effectively to open, to end, to give feedback and to explain the material improved students' vocabulary and encouraged them to speak English in the class. This implies a lot of exposure is able to improve learning process of English.
6. Making a simple rule in the class disciplined the students in learning English. This implies rules are needed from the very beginning of learning process.
7. Giving more attention especially for trouble makers brought good changes. They performed better behavior in the class; active in the learning process and motivated other students to do so. This implies that giving more attention is effective to solved the problem related to trouble makers students.

### C. SUGGESTION

#### 1. To students

To learn to speak English, students of class XI A of SMK YPPN Sleman should practice their speaking a lot. Participate in the leaning activities like responding to teacher' saying, performing speaking in front of the class, reading dialogues etc., will help students to practice their speaking. They should not afraid of making mistakes indicates students learned and with mistakes allows the teacher to help the teacher improve students' speaking by giving feedback. The students need to keep their motivation in learning English and the thought that learning English could be very fun and easy.

#### 2. To English teacher

The English teacher should consider the students wants and need in learning English so she will be able to design learning activities in the class that accommodate everyone's need and want.

She should enrich her materials and resources for teaching, vary the activities, create attractive tasks, give more attention to students especially those who like to disturb the learning process and others, and create a rule to discipline the students in learning.

To teach speaking, the teacher should give vocabulary and pronunciation practice and create special activities encouraging students to speak. One of the alternative is implementing communicative games.

3. To other researchers

To other researchers who want to conduct any research in the same field of study, implementing different games in each meeting should be considered.

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## **APPENDIX 1**

### **INTERVIEW TRANSCRIPTS**

**Interview transcript 1****10 June 2013****Principle Office****R: Researcher****P: Principle**

R: Selamat Pagi Pak

P: Selamat pagi, mari masuk, silahkan duduk

R: Iya Pak, terimakasih

P: Bagaimaa, ada apa ini?

R: Begini Pak, saya Hani mhsswa PBI dari UNY, sya berniat meminta ijin enelitian di sekolah Bapak.

P: Oh, iya, mba Hani angkatan tahun berapa? Tentang apa penelitiannya? Saya juga lulusan pendidikan bahasa Inggris dulu

R: Tahun 2009 Pak, ini semester 9. Tentang speaking skill Pak.Wah, iyakah Pak?Di UNY juga?

P: saya di UIN, speaking bagaimana? Variablenya apa?

R: saya action research Pak, improving speaking skills by using games.

P: Oh... iaya, iya, nanti langsng bertemu guru kelasnya saja, saya senang senang saja mba Hani penelitian di sini. Mau mengambil kelas berapa?

R: Kalau diijinkan saya mengambi kelas 11 Pak.

P: Kelas 11 boleh, gurunya namanya bu Ima, dulu lulusan UNY juga kalau tdak salah.

R: Oh, iya ya Pak.

P: Nanti dibicarakan jadwal dan bagaimana maunya penelitiannya ya sama bu Ima.

R: Baik Pak, kantornya disebelah mana ya? Setelah diijinkan saya akan langsung urus suratnya Pak.

P: Tunggu di sini saja, nanti saya panggilkan. Oh, iya, bisa bisa.

R:Begini saja berati Pak, terima kasih.

P: Sama sama, tunggu ya, saya panggilkan.

**Interview transcript 2****10 June 2013****Principles Office****R: Researcher****ET: English teacher**

R:Pagi Bu, saya Hani, PBI UNY yang mau penelitian di sini.

ET: Pagi mba oh iya, mau ngambil kelas saya? Tentang apa penelitiannya?

R: Iya, saya ngambil kelas mba, gimana Ba? Tentang improving speaking skill.

ET: Boleh saja, ga papa. Oh, pembimbingnya siapa? Saya dulu UNY lho.

R: Ibu jamilah Bu, oh iya ya. Skripsinya dulu tentang apa Bu?

ET: Oh, Bu Jamilha enak ya, saya pak Joko, RnD, bikin materi untuk anak SD.

R: Oh,, iya mba.

ET: Terus, kapan mau penelitiannya? Berapa lama kira kira?

R:Insaaloh akhir Agustus Ba, saya butuh minimal 6 pertemuan.

ET: Diusahakn ya, kalau terlalu kebelakang kan nanti untuk ujian tengah semester dan sebagainya, 6 pertemuan ya ga apa apa.

R: Iya Bu, saya usahakan, saya juga sudah kepengen lulus. Bahsa Inggrisnya jadwalnya hari apa saja ya Bu?



ET: Seminggu 2 kali, Senin dan Jumat jam 10 semua. Nanti jangan kaget ya, anak anak Smk kebanyakan cowok, dan beberapa sangat sering bolo.

R: Oh,, iya Bu, jumlah siswanya berapa ya Bu?

ET: Sebenarnya ada 18 orang, tapi 1 tidak pernah masuk, yang beberapa sering bolos, biasanya hanya ada 16an anak di kelas.

R: Iya Bu, sepertinya begitu saja dulu Bu, pertemuan besok saya observasi Bu.

ET: Iya, nanti kalau tanya tanya bisa menghubungi saya, nanti saya kasih nomer saya juga.

R: Termia kasih banyak Bu,

ET: Sama sama mba

### **Interview transcript 3**

**15 August 2013**

**Teacehr Office**

**R: researcher**

**ET: English Teacher**

R:Wah, iya iya Bu. Anak anaknya suka pelajaran bahsa Inggris ga Bu?

ET: Ya, begitu, haha..Banyak yang bolos.

R: Lha mereka tidak dimarahi atau tidak diperingatkan Bu?

ET: Sudah sering, di sini kan kebanyakan anak panti Asuhan, jadi ya begitu, sekolah sudah digratiskan saja masih begitu. Sudah capek ngomongin dari kelas 1 mba, mereka masuk kelas aja kita bersyukur.

R: Wah..iya iya Bu, terus hambatan paling besar bagi mereka untuk belajar bahasa Inggris apa Bu?

ET: Tidak niat belajar mba, hanya beberapa yang niat belajar. Yang lain asal masuk kelas, takut dimarahin. Trus ya memang begitu itu kemampuannya, nanti lihat sendiri ya.

R: Iya Bu, nanti beberapa kali saya ikut masuk kelas untuk observasi ya?

ET:Bisa, pertemuan selanjutnya bisa ikut.

R: Biasanya Ibu pakai ngajarnya bagaimana biar siswa tertarik dan kemampuannya meningkat?

ET: Ya saya mengajar biasa, dulu pernah listening tapi jarang sekali.

R: Pakai LCD untuk menonton atau menghususkan pada kegiatan speaking gimana Bu?

ET: Jarang si, paling mereka mmbuat dialog terus maju. Orang anak anaknya juga begitu, males malesan mba.

R: Oh..iya iya Bu, Ibu kalau ngajar pakai buku apa saja Bu?

ET: Ini, nanti saya tunjukan bukunya, terbitan Erlangga yang untuk kelas XI, terus LKS. Cuma itu si mba LKS aja beberapa mereka males bayar kalau ga dipaksa. Buku Cuma saya yang pegang.

R: Iya Bu,

ET: Nanti mba ngajarnya boleh nyari sumber lain, gpapa.

R: Iya Bu, nanti saya sekalian minta silabusnya,

ET: boleh, bawa Flash disk kan?

R: Bawa Bu

### **Interview transcript 4**

**16 August 2013**

**Class XI A****S: Student****R: Researcher**

R: Wahyu, gimana tadi pelajaran Bahasa Inggrisnya?

S: Hehe, Ya begitu mba

R: Kamu kok ngantuk ngantuk pas mba liat tadi, di depan sendiri lho duduknya.

S: Iya mba, tadi bosan terus capek e,

R: Lha biar ga bosan harusnya ngapa tadi?

S: Ga pelajaran, hehe

R: Yeeee, ya harus tetep pelajaran. Menurutmu pelajar Bahasa Inggris harusnya ngapa biar ga bosan?

S: Gimana ya, lha saya soalnya ga terlalu bias bahasa Inggris e mba,

R: Oh, oke oke. Kalau pelajaran speaking kamu suka ga? Berbicara bahasa Inggris.

S: Yang dialog itu mba? Suka tapi yang pendek aja.

R: Iya, ntar mba ajarin biar kalian lancer ngomong pake bahasa Inggris.

S: Haha, iya mba, mau mba, biar bias ngobrol sama bule ya

**Interview transcript 5****16 august 2013****Class XI A****R: Researcher****S: Student**

R: Yogi, gimana tadi pelajaran bahasa Inggrisnya menurutmu?

S: Ya begitu mba,

R: Kamu suka ga pelajarannya? Kok tadi diem terus pas pelajaran

S: Ga suka, hehe, gapapa mba

R: menurutmu susah ga bahasa belajar Bahasa Inggris?

S: Iya, susah mba

R: Susahnya ang bagian apa?

S: Ga bias bahasa Inggris mba, ga tau artinya, ga bias ngomong

R: Oh,, iya iya, pelajaran bahasa Inggrisnya harus gimana si biar kamu seneng?

S: Yang gampang mba, hehe

R: Hmmm, yang gampang ya ,gampang gimana?

S: Yang ga bikin susah pokoknya,

R: Haih,, oke oke, kalau bekajar ngomong pake bahasa Inggris mau?

S: Susah mba lah, hehe

**Interviews transcript 6****16 august 2013****Teacher Office****R: Researcher****ET: English teacher**

R: Ibu, tadi beberapa rame sendiri anak anaknya, sebagian malah ngantuk ngantuk.

ET: Iya mba, kayak yang saya bilang dulu kan, memang mereka seperti itu.

R: Iya iya Bu. Begini, saya berencana meningkatkan kemampuan berbicara bahasa Inggris mereka Bu, saya lihat speakingnya parah.

ET: Oh,, speaking, iya sih mba, mereka jarang sekali speaking. Di sini kan mereka belajarnya seperti tadi itu.

R: Iya Bu, untuk mengejar semesteran dan ujian ya Bu?

ET: Iya, kan tau sendiri tadi, pronunciation dan vocabnya parah, mereka pelajaran seperti itu saja banyak yang ga dong. Di ajari speaking bagus itu, seeganya mereka yang ramai tersalurkan (tersenyum)

R: Iya Bu, nanti dalam mengajari speaking saya tambahkan grammar sedikit sedikit bu, kana ada task task lain juga.

ET: Iya, ya. Lha mba Hani rencananya pake apa menignkatkan speakingnya?

R: Dengan communicative games Bu. Biar mereka diharuskan berbicara Bu, game juga disukai Bu.

ET: Oh... iya, yang contohnya 20 questions game itu ya? Bagus itu, saya tahu beberapa tapi tidak pernah mengajarkan mereka e mba.

R: Wah, iya bener Bu, nanti daya kasih latian vocab dan pronunciation juga. Oh iya, saya sudah lihat syllabusnya Bu, terus saya memilih topic ini (menunjukkan syllabus). Kan saya kira kira hanya mengajar 2 topik untuk cycle 1.

ET: Iya, itu bias mba.

R: terus saya boleh lihat buku yang Ibu pakai?

ET: Oiya, ini, saya tadi mengajar yang ini. Ini hanya satu, mba nya fotokopi juga bias.

R: Iya Bu, nanti saya cari sendiri saja. Minggu depan saya dating lagi Bu, konsultasi course grid dengan RPP nya.

ET: Iya mba, semangat ya, nanti taha kalau ngajar, mereka memang rame, kurang motivasi juga si.

R: Iya Bu, kurang motivasi ya ..

ET: Iya, mereka datang ke sekolah juga kita sudah bersyukur. Kan sekolah ini yayasan sama kayak panti mereka tinggal.

R: Iya ya Bu?

ET: Iya, ya tapi mereka nakalnya tidak seperti anak anak kota. Wajar lah nakalnya seprti itu.

R: oh..iya si. Nakalnya tidak keterlaluan dan mengerikan. Mereka hanya rame Bu.

ET: Iya, mereka sekolah gratis ga bayar juga, tapi ya itu, hanya dating. Cuma beberapa yang benar benar mau belajar.

R: Oh..iya iya Bu. Mereka ga pernah mikir nilai ya, yang penting nanti lulus Bu?

ET: Iya begitu.

### **Interviews transcript 7**

**19 Agust 2013**

**Teacher Office**

**R: Researcher**

**ET: English Teacher**

R: Ibu ini course grid untuk saya mengajar selama cycle 1. Hanya 2 topik Bu.

ET: Iya (melihat course grid), gamenya ini?

R: Kira kira seperti ini, bagaimana Bu? Yang cycle 2 saya buat setelah cycle 1 selsesai.

Ini contoh RPP saya ini Bu, ini yang terahir saya konsultasikan ke dosen.

ET: Iya ini bisa, kan kemarin yang diajarkan baru questions tag sedikit. Mana latian latianya?

R: Oh, ini, di lampiran RPP ada semua Bu.

ET: (melihat dan memeriksa), Survey game bisa  
 R: Yang kedua ini saya ambilnya Restaurant, kan bias Hotel, soalnya lebih kontekstual.  
 ET: Iya iya (masih melihat). Rencananya mengajarnya ada listening, pakai LCD atau bagaimana? Disini tapi ada speaker ini, yang besar.  
 R: Saya pakai laptop saja, nanti bawa speaker sendiri yang kecil, ini kan susah bawanya Bu.  
 ET: Oh, begitu, kalau mau bias pakai punya sini sebenarnya, tapi kalau mau bawa ya bias.  
 R: Itu tas tasknya terlalu mudah atau susah Bu? Ada yang perlu dirubah?  
 ET: Cukup kok ini, mereka kan harusnya belajar pake LKS, tapi belum dating LKSnya. Ini latihan latianya bias juga. Ada drilling kata kata susah untuk pronunciation, gambar gambarnya juga menarik. Jumat depan udah siap berarti? Langsung masuk aja.  
 R: Wah, saya konsultasi pembimbing dulu untuk RPP dan course gridnya Bu, konsultasinya Jum'at.  
 ET: Oh... masih perlu ke pembimbing lagi ya, berate kapan siapnya?  
 R: Senin depan saya ngajarnya ya Bu?  
 ET: Senin depan, oke. Ya sudah. Kamu konsul lag ibiar pede. Nanti saya pakai RPPnya untuk mengajar kelas lain ya,  
 R: Iya Bu, terima kasih.

### **Interviews transcript 8**

**26 August 2013**

#### **Meeting 1**

#### **Class XI A**

**ET: English Teacher**

**R: Researcher**

R: Bu, tadi gimana saya ngajarnya? Apa yang perlu diperbaiki?  
 ET: Udan lumayan mba. Memang baru awal masuk kelas ya begitu, diledekin.  
 R: Hmm, iya iya. Terus yang kurang apa Bu? Cara ngajar saya, bahan ajarnya?  
 ET: Sudah bagus mba, Cuma kalau mba mau mengucapkan beberapa kata ya agak pelan pelan biar anak anak mudah mengikuti.  
 R: Oh, iya Bu, tadi terlalu cepat ya.  
 ET: Iya, terus tadi yang nakal nakal belum pada berangkat.  
 R: Wah, iya ya Bu, pertemuan selanjutnya semoga masuk semua. Tadi drilling vocabnya menurut Ibu bagaimana? Itu biar pas bermain game pertemuan selanjutnya ga ada masalah  
 ET: drilling tadi ya bagus, biara vocab anak anak tambah juga, tapi terlalu cepat yang saya bilang tadi.  
 R: Tadi anak anak bosan ga menurut Ibu?  
 ET: bosan kan wajar sedikit sedikit, tadi lumayan pada perhatian, kan dikasih fotokopian satu satu. Mereka jarang nanya lagi halaman berapa, yang mana dan lain lain  
 R: Iya, besok yang jam pertama masih, gamenya juga besok. Tadi anak anak tidak susah mengikuti kan Bu?  
 ET: Ya tidak juga sebenarnya. Kan kata kata sulitnya juga sudah diartikan di depan beberapa. Dan anak anak menang kemampuannya segitu.

R: Tapi kemarin saya mengira ngira hari ini sampai membuat dialog ini, malah ternyata baru sampai task 7.

ET: Rencananya begitu ya? Besok besok siap siap kalau tidak sesuai ya, kan mereka tidak seperti anak kota. Mungkin di beberapa tempat saja drillingnya, jangan terlalu terlena kalau anak anak bertanya, tetap focus ke tasknya.

R: Oh, iya Bu. Tadi saya agak lama menjelaskan yang mana Bu?

ET: Yang True and Falsa tadi. Pas membahas terlalu lama, padahal harusnya bias cepet, itu kan tidak terlalu susah, anak anak bias.

R: baik Bu.

ET: Bagus tadi ada listeningnya juga, anak anak memang jarang listening.

R: tadi kurang keras tapi ya Bu. Yang dibelakang kurang dengar.

ET: Iya. Besok kalau ada listening lagi pakai punya sini saja, biar anak anak nanti yang ambilkan. Dengan kabelnya sekalian, tadi kan kabel chargernya kurang panjang.

R: Iya Bu, kalau speed listeningnya sendiri?

ET: Sudah pas kok, anak anak tadi bias kok. Terus drilling dan listening kan memang perlu kalau mereka harus berbicara nantinya.

R: Iya Bu, biar ada contoh dulu buat mereka. Apalagi yang perlu saya perbaiki menurut Ibu?

ET: Sudah bagus, anak anak senang dengan listening dan task tasknya itu bagus.

### **Interviews transcript 9**

**26 August 2013**

**Class XI A**

**R: Researcher**

**S1: Students 1**

**S2: Student 2**

R: Tadi pelajaran bahasa Inggris sam miss Hani gimana?

S1: Begitu gimana Miss?

S2: Ya Miss?

R: Ya Miss neranginya kurang gimana, atau senang yang aktifitas apa, atau ngasih masukan, kan besok besok Miss ngajar lagi di sini.

S1: Miss ga usah pake bahasa Inggris ngomongnya, ga mudeng saya.

S2: Iya, taunya yes, you good, no, hehe

R: Tapi tadi kalian paham Miss lihat, malah Miss ajari kata kata bagus, gimana tadi?

S1: Hehe, kan terpaksa paham itu. Marvelous

S2: Amazing, hehe, kan lebih paham kalau pake bahasa Indonesia.

R: Ya biar kalian terbiasa, kan ini pelajaran Bahasa Inggris, Miss campur pake bahasa Indonesia. Wah masih inget beberapa kata. Kalau pas ngerjain soal gimana?

S1: Banyak yang gatau artinya tadi Miss,

S2: Iya e.

R: Oh... pas drilling, pas disuruh nyari arti kata terus diucapkan berkali kali itu membantu ga?

S1: Iya si, beberapa kata jadi tau artinya, tapi yang gatau juga banyak

R: Selain jadi tau artinya jadi tau apa lagi? Pengucapannya gimana?

S1: Ya jadi tau sedikit sedikit Miss.

S2: /daiv/ (dive), /laik/ (like),

R: Iya. Bukan /lik/,

### **Interviews transcript 10**

**26 August 2013**

**Class XI A**

**R: Researcher**

**S1: Student 1**

**S2: Student 2**

R:Dwi, Hendri inget ga tadi belajar apa kita?

S1: Ingetlah Miss, Favorite activites

S2: What do you like doing on your weekend?

R: Iya,, bagus, tadi pas pelajaran Miss kasih handout yang fotokopian berguna ga?

S1:Berguna Miss, kan jadi bias mengikuti penjelasan

S2: Ya..itu Miss, jadi cepet, kan langsung dikerjain disitu. Ga perlu nulis maetri juga.

R:Ummm, begitu ya, apa lagi?

S1:Apa ya, ya pokoknya jadi bisa lah,

S2:Itu, ada gambarnya, menarik.

R:Oh... iya iya, biar seneng kalian, Miss kasih gambar,

S1: Iya ya Miss,

R: Iya, terus pas ngerjain tasks nya kan berdua sama teman sebangku, menurut kalian gimana?

S1: Menurutku jadi gampang Miss, tadi pas aku ga tau terus Hendri yang ngerjain

S2: Iya Miss, kalau ga tau juga dikira kira baareng,

R: Tapi tadi Dwi ngantuk deh.

S1: Hehe, tadi sudah selesai Miss,

R oh, iya ya,

S1: Iya, kan Miss tad ingliat kerjaan kita sudah selesai,

### **Interviews transcript 11**

**26 August 2013**

**Class XI A**

**R: Researcher**

**S1: Student 1**

**S2: Student 2**

R: Yogi, tadi pas Miss pake bahasa Inggris di kelas paham ga?

S1: dikit dikit ega paham Miss, hehe

S2: ya Paham Miss, kan dicampur pake bahasa indoneai.

R: besok kalo Miss nerangin pake bahasa Inggris lagi ya

S1:tapi pela pelan Miss, terus diterangin artinya seperti tadi

S2: Paka bahasa Indonesia gam au ya miss?

R:hehe ..kan pelajaran bahasa inggris .. ohh, oke, membantu ya pas dijelasin artinya? Pas miss kasih contoh itu?

S1: lumayan miss

S2: iya miss, paham kok dikit dikit

R:tadi mengerjakan soal yang dengan gambar itu gimana menurut kalian?

S1: Gampang miss,

S2: Iyaa, kana da gambarnya,

R: lebih suka memakai gambar apa miss kasih soal biasa?

S1: mending pakai gambar miss, menarik sama gampang.  
 S2: pakai gambar miss, kayaknya susah kan kalau langsung arti.

### **Interviews transcript 12**

**30 August 2013**

**Meeting 2**

**Teacher Office**

**ET: English Teacher**

**R: Researcher:**

ET: Mba, tadi ngajarnya masih agak terlalu cepat.

R: wah, iya ya Bu, yang sebelah mana?

ET: yang saat mengajari anak anak mengucapkan kata dan menirukan, tadi ada anak yang bilang ke saya, ga berani bilang ke Mba katanya.

R: Saya terlalu cepat ya, terus yang bagian mana lagi Bu?

ET: Hanya yang itu si, jadi kalau menyuruh anak anak menirukan, mba nya harusnya pelan pelan saat mengucapkan, maklum, mereka belum terbiasa ngomong bahasa Inggris.

R: baik Bu

ET: ini saja, dipotong sepenggal sepenggal kalau membaca, biar mereka gampang menirukan.

R: Baik Bu, Senin besok saya akan lebih pelan

R: Kalau survey game nya sendiri menurut Ibu pengaruhnya ke anak anak apa tadi Bu?

ET: Ya mereka jadi latihan ngomong ya, selama ini kan jarang sekali saya mengajar speaking, dan anak anak tidak pernah dihususlan berlatih berbicara.

R: Iya, jadi ngasih kesempatan buat mereka ya Bu, terus kemampuan mereka giman Bu?

ET: Ya sudah kan diajarkan cara mengucapkan yang benar, tentang expresi yang terpenting. kemarin drilling juga kan ya, pertemuan kemarin?

R: Iya, kata kata yang akan serin g dipake saya drill, terus tadi sebelum game juga saya drill expresinya.

ET: Sudah bagus mereka mau ngomong begitu. Walaupun masih kelihatan kan, seadanya.

R: Iya Bu, saya juga seneng mereka mau praktek, malah ga malu malu tadi pas saya suruh maju memberi contoh.

Et: Iya, mereka kan ramai biasanya, ini penyaluran yang berguna,

R: oh. Iya juga ya, Lha pas topic restaurant tadi gimana menurut Ibu, selain saya ngomong terlalu cepat?

Et: Ya tadi drilling sudah ada, task tasknya juga sudah, main game lagi besok kan?

R: Iya Bu, drilling biar modal mereka. Listening juga besok, terus task task yang ini saya buat untuk scaffold mereka sedikit sedikit,

ET: Iya iya, besok ambil speaker saja ya.

Oh, iya Bu, terimakasih

### **Interviews transcript 13**

**30 August 2013**

**Class XI A**

**R: Researcher**

**S1: Student 1**

**S2: Student 2**

R: Gimana tadi pejaranya menurutu de?

S1: ya begitu mba, hehe, saya kurang bisa ngomong pas yang terahir tanya tanya

R: begitu bagaimana? Kan nanti belajar bareng bareng biar bisa. Tadi kegiatan favoritmu apa?

S2: umm... ya seneng si, kita jarang ngomong bahasa Inggris mba. Seneng pas disuruh ngomong yang tanya ke temen temen itu, tapi susah mau ngomongnya.

R: Ooo, iya, tadi namanya survey game pas kalian disuruh tanya tanya

S1: iya seneng si Miss, ahirnya latian ngomong bahasa Inggris juga

R: hmm,, iya, terus yang mencocokkan gambar sebelum main game itu pengaruh ga?

S1: pengaruh mba, nyari kata2nya jadi lebih gampang

S2: terus kata katanya kepahe juga pas ngomong pas main game miss

#### **Interviews transcript 14**

**30 August 2013**

**Class XI A**

**R: Researcher**

**S1: Student 1**

**S2: Student 2**

**S3: student 3**

R: Gimana tadi pelajaranya?

S1: susah mba, ngomongnya cepet banget.

S2: Tapi asik missbisa listening dan jalan jalan. Tadi gampang listeningnya.

S3: Yang maju maju juga senengmiss.

R: Itu namanya survey game tadi, listeningnya seneng dan gampang ya, Berati kalau disuruh maju mau lagi ya besok besok?

S1: Oh, iy iya Oke miss, sip. Tapi ga dengar aku e miss tadi, ga jelas. Rame si.

S2: Tapi jangan yang susah miss kalau maju lagi ya.

R: Oh, kamu dibelakang ga denger ya, ga susah, kan kayak tadi, pas kemarin sudah belajar expresinya di ulang ulang, jadi gampang kan?

S1: Iya si miss,

S3: what do you do on weekend, hehe

R: Wah, inget ya Dwi, Miss tadi kalo pake bahasa Inggris pas nerangin dan ngomong ke kalian mudeng ga?

S1: Ega miss, hehe

S2: Iya, ega miss, tapi kalo ditranslete mudeng.

S3: Kalo tangan miss gerak gerak juga mudeng.

R:haha, nanti mudeng kok, terbiasa. Pas miss ngasih tau arti bahasa Inggris ga langsung, tapi pake clues kayak tadi gimana?

S1: Ya mudeng miss, tapi langsung lebih baik, hehe

S2: Mudeng kok miss, nebak nebak malah bener.

#### **Interviews transcript 15**

**2 September 2013**

**Meeting 3**

**Teacher Office**



**ET: English teacher**

**R: Researcher**

R: Bu, gimana ngajar saya tadi?

ET: Bagus kok, anak anak keliatan senang dengan kekuatan di kelas tadi.

R: Tentang game nya menurut ibu bagaimana?

ET: Bagus, kalau disuruh langsung membuat dialog mereka itu males mba, begini tadi kan mereka seneng. Di kasih modal dikit dikit dengan vocab dan expresi, terus ngomong ga usah ditulis.

R: Begitu ya Bu, menurut saya juga mereka seneng kalau disuruh ngomong. Soalnya mereka itu suka ngobrol pada dasarnya.

ET: Iya. Pede mereka sebenarnya.

R: Tapi tadi mereka keliatan kurang antusias awalnya.

ET: Kan sudah agak siang memang mba. Tapi akhirnya antusias kan.

R: Iya si Bu, terus tanpa sadar saya merasa mereka itu ngomongnya semakin pede saat main game dan pelajaran. Untuk memberi komentar juga.

ET: Iya, kan mereka sudah diajari expresi untuk main game, jadi pede ngomongnya, terus mba pake bahasa Inggris pas mengajar, jadi mereka agak terbawa malah.

R: Oiya bu, Tadi Ibnu tidak mau disuruh maju, memang begitu anaknya atau bagaimana ya Bu? Terus jalan jalan di kelas, pindah pindah duduknya. Dengan si Wahyu dan Umi dan beberapa orang sering ijin ke WC dan lama sekali lho.

ET: Iya, memang begitu, biarkan saja mba kalau tidak mau. Sudah dari dulu, sering bolos juga malah dia.

R: Oh, iya ya Bu, anti saya cari cara biar dia mau berpartisipasi Bu. Lha sebenarnya ada yang memang punya penyakit yang mengharuskan mereka ke kamar kecil terus ga si Bu? Seperti kencing manis mungkin?

ET: Tidak ada kok Mba, itu mereka saja yang suka keluar. Iya, begitu juga bisa mba. Terimakasih ya

R: Oiya, Ini course grid dan RPP untuk cycle 2 Bu, gamenya juga, ini.

ET: Yang present tense ini sudah diajarkan kelas 1 mba,

R: Oh iya, tapi untuk topic Jo situ perlu Bu,

ET: Iya sih, apa ditekankan pada Yes and No qustionya dengan present tense?

R: Itu juga lebih bagus Bu, pas main game mereka perlu itu.

ET: Ini saya tau gamenya, kalau Famous People ini?

R: Saya lihat itu modifikasi dari Survey game Bu

ET: Oh, bisa inimba, yang tadi jangan lupa diganti ya

### **Interviews transcript 16**

**2 September 2013**

**Class XI A**

**R: Researcher**

**S: Students**

R: Ari tadi menurutmu game yang terakhir kita mainkan bagaimana?

S: Gampang Miss. Yang soal jadi aiter dan customer itu kan?

R: Iya, wehh, gampang ya? Sekarang ngomong bahasa ingris jadi gampang?

S: Hehe, ya bukan begitu Miss, kan saya memperhatikan pelajaran, jadi tau gimana cara ngomongnya jadi waiter dan customer

R: Iya iya. Main game ga terasa bikin kamu ngomong bahasa inggris sendiriga? Miss ajarinya kan pas awal awal, pas nge game kalian yang bicara,  
 S: Ummm,, iya ya, ga nulis dialog juga ya Miss,  
 R:Iyaa, Miss senang kalau akalian bias. Inget ga sama kata kata dikotak terus diartikan terus diulang ulang?  
 S: Ummm, yang itum inget miss,  
 R: terus kalau ada ekspresi yang dikotak juga Miss ulang ulang pengucapanya?  
 S: Iya Miss, inget, yang itu kan , yang ekspresi kan? Yang may I take your order please contohnya kan  
 R: Iya, berguna ga untuk main game?  
 S: Ya bergunalah Miss, jadi mengucapkanya benerm walaupun ada beberapa yang lupa , hehe. Kalau ga dilatih dulu pasti aku ga bias Miss.  
 R: Iya? Hmm, bagus bagus

**, Interviews transcript 17**

**2 September 2013**

**Class XI A**

**R: Researcher**

**S: Student**

R: Yogi, sekarang ngomong bahasa inggris menurutmu gampang ga?  
 S: Ega e Miss, hehe, ya agak gampang dikit.  
 R: haha, iya ya, terus pengaruh ga main game yang Miss kasih kayak tadi?  
 S: Seperti yang restoran itu Miss?  
 R: Iya, yang restoran, yang pas Survey favorite activities juga.  
 S: mmmmm, iya  
 R: iya nya apa?  
 S:Jadi banyak ngomong bahasa inggris dikelas  
 R: hanya itu, apa lagi yang kamu rasakan menurutmu?  
 S:Asik, ga bosan jadinya, ga nulis atau garap soal terus.  
 R: Iya ya?seneng jadi ya?  
 S: Iya, dulu kan ga pernah miss. Malu. Ga bisa  
 R: haha, malu? Sok pemalu kamu yog  
 S: Iya, malu e, ngomongnya belepotan bgt. Kalau sekarang kan pake bahasa inggris semua di game. Ya terpaksa jadi ga malu. Kayak tadi .hehe

**Interviews transcript 18**

**2 Septemberr 2013**

**Class XI A**

**R: Researcher**

**S1: Student 1**

**S2: Student 2**

R: Umi inget ga tadi kita belajar apa?  
 S1: Inget Miss, restaurant.  
 S2: Iya bener, restaurant miss  
 R: Kita belajar apa saja tentang resturanya?  
 S1: Food, drink, expressions.  
 S2: appetizer, main course, food, juice, coffee

R: Iya, bener, terus kalian paham ga kalau miss pakai bahasa Inggris?  
 S1: dikit dikit Miss.  
 S2: Iya, kan udah biasa denger MIss  
 R: selain jadi biasa denger, pengaruhnya apalagi?  
 S1: yak an dikit dikit bias niruin Miss ngomong, very good, great..hehe  
 S: iya kan tau Miss, pas kita bener Miss Hani gmg, well done, hehe  
 R? Hmm,, iya iya, pengaruhnya game dengan kemampuan kalian ngomong bahasa inggris apa?  
 S1: Ya jadi bias sedikit sedikit Miss. Terus jadi asik, kan ga bosen kalau ngobrol.  
 S2: Iya, jadi berani dang a malu, dulu kan ga tau cara ngomongnya, itu juga, ga tau yang bener cara ngomongnya, jadi pas mau ngomong takut salah terus malu.  
 R: Oh..begitu, hehe, seneng Miss Hani dengernya  
 S2: Ini Miss, Karna semua orang ikut berbicara bahasa Inggris semua ya jadi kalau salah juga yang lain salah, hehe  
 S1: kita juga seneng di ajar Miss Hani  
 S2: Iya, kelas lain pada iri.

### **Interviews transcript 19**

**6 September 2013**

**Cycle 2**

**Teacher Office**

**Meeting 1**

**ET: English Teacher**

**R: Researcher**

R: Bu, gimana tadi saya ngajarnya Bu?  
 ET: Lumayan bagus, seperti biasanya, tapi tadi beberapa anak tidak semangat ya?  
 R: Iya, beberapa awalnya ngantuk Bu  
 ET: Iya, tapi akhirnya memperhatikan kok.  
 R: Ada perubahan tidak Bu, dengan kemampuan siswa, menurut Ibu?  
 ET: Ya ada, kelihatan kok, semangat sekali mereka, Ibnu sama Yanuar yang bisa bolos juga ga bolos kalo pelajaranya ini mba.  
 R: Iya, pertemuan kemarin pas game dan disuruh maju juga pada mau maju semua.  
 ET: Hm. Iya, tapi ini saya liat di RPP tasknya bagus, hanya yang simple present tense, itu sudah dajarkan waktu kelas 1 mba  
 R: Oh, Iya ya Bu? Saya juga mikirnya itu terlalu mudah, diganti yang Yes/ No question bagaimana bu? Game yang 20 questions juga perlu input Yes/ No questions.  
 ET: Lha itu saja, Itu kemarin pas hari pertama masuk juga baru diajarkan sekilas. Itu saja sepertinya  
 R: Oh, oke Bu, saya ganti, terus task nya saya tambah berate, yang simple present saya coret saja.  
 ET: Iya mba.  
 R: itu saja Bu, terimakasih

### **Interviews transcript 20**

**6 September 2013**

**Class XI A**

**With the students**

**S1: Student 1**

**S2: Student 2**

**S3: Student 3**

**R: researcher**

R: Tadi belajar apa de, inget ga?

S1: Itu, yang gambar gambar

S2: Pekerjaan Miss

S3: tentang Mencocokan yang pengertian.

R: Iya, tentang occupations sama deskripsinya tadi, yang mencocokkan juga. Masih ingat tadi belajar apa saja tentang Jobs nya?

S1: Macam macam pekerjaan, doctor, lecturer, chef..

S2: Driver, stewardess, banyak Miss

S3: Terus juga tugas tugas doctor, teacher, lecture.

R: Iya, kalian masih ingat, Seneng ga? Gimana tadi soal soal latianya?

S1: Latianya bisa Miss

S2: Iya, aku mudeng kok Miss, yang terahir PR malah aku udah selesai

S3: Yang maju juga seneng Miss.

R: Miss masih kecepetan ga? Ngomongnya? Mengajarnya?

S1: Ngomongnya kadang iya Mis, tapi ngajarnya ega kok

S2: Haha, orang ngapak si ya Miss

S3: Kalau pas ngomong bahasa Inggris kadang kadang masih terlalu cepat gatau artinya Miss

R: Oh..iya iya, hehe, besok besok miss bakal berusaha lagi, maksai yaa.

S1, S2, S3: sama sama Miss

### **Interviews transcript 21**

**9 September 2013**

**Class XI A**

**R: Researcher**

**S: Student**

R: Ibnu, kalau Miss Hani menjelaskan arti kata kata susah sebernnya kalian paham ga?

S: Paham Miss, kan Miss ngasih gerakan sama ngasih contoh Miss

R: ohh... begitu?

S: Iya Miss, udah biasa kalau kita nanya terus miss gam au ngasi tau artinya langsung

R: Iya, menurutmu mending yang mana?

S: Ya yang itu gapapa si Miss, kan kita nebak nebak gitu

### **Interviews transcript 22**

**9 September 2013**

**Teacher Office**

**Meeting 2**

**ET: English Teacher**

**R: Researcher**

R: Ibu, gimana tadi saya mengajarnya?

ET: Bagus, suah lebih sntai kan?

R: Iya bu, jangan Cuma bagusnya bu, hehe..saya butuh masukan dari Ibu

ET: Yaa.... Tadi sudah bagus, yang materi Yes/no question itu memang lebih diperlukan daripada yang present tense. Apa ya kurangnya...

R: Iya Bu, apa lagi Bu?

ET: Anak anak yang memang sangat nakal didiamkan saja, mereka memang selalu begitu. Tapi tadi anak anak semangat sekali main 20 Questions game.

R: kelihatanya memang antusias sekali Bu

ET: iya, saya senang kalau aktifnya berbiacara bahasa inggris begitu mba

R: Ibnu dan kawan kawan itu juga sudah lumayan di kelas Bu

ET: iya, yaniuar juga, sudah lumayan terkontrol. Dulu itu jarang sekali ikut kelas lho mba .

### **Interviews transcript 23**

9 Spetember 2013

**Class XI A**

**S1: Student 1**

**S2: Student 2**

**R: Researcher**

R: Tadi gimana pelajaran bahasa Inggris dengan Miss?

S1: Senang, asik, nyantai Miss, jadi peajarnya gampang masuk

S2: Iya, kelas lain pada iri lho kalau kita diajar Miss Hani?

R: Iyakah? Waaaahh.Ko bisa? Terus kasih masukan ke Miss Hani dong, kurangnya apa ngajanya sama kegiatan belajarnya

S1: Soalnya asik belajarnya Miss, tapi hari ini terlalu mudah task task nya

S2: Iya Miss, gampang banget, hehe

R: Bagi yang lainga segampang bagi kalian. Kalau fotokopian yang Miss kasih gimana?

S1: jadi ga perlu nulis Miss, hehe

S2: gambar gambarnya juga bikin tambah menarik

R: gambarnya bantu kalian belajar vocab ga?

S1: Iya, pas ngerjain tugas jadi gampang Miss

S2: Kan jadi tertarik ngerjain dari pada tulisan semua Miss

### **Interviews transcript 24**

9 September 2013

**Class XI A**

**R: Researcher**

**S1: Student 1**

**S2: Student 2**

R: game hari ini gimana tadi yan?

S1: asik banget misss, ga kaya biasanya

S2: iya miss, mana tadi Ibnu lucu banget

R: Paling suka game ini ya?

S1: Iya miss, kan oenasaran pengen tau, jadi nebak terus

S2: Yang restaurant juga aski miss, tapi ini lebih seru, kan sekelas ngomong semua buat nebak

R: umm..bagus kalau begitu, tambah PD ga gomong pake bahasa inggris?

S1: Iya Miss, apalagi tadi kan ngomong semua, ya PD aja

S2:iya, kalau salah juga gapapa, yang penting kan paham apa yang kita omongin ya Miss

### **Interviews transcript 25**

**9 Spetember 2013**

**Class XI A**

**R: Researcher**

**S1: Student 1**

**S2: Student 2**

R: Kalau Miss hani ngomong pakai bahasa inggris dikelas kalian paham ga si?

S1: Ga semua si miss,tapi kan bias ditebak

S2: beberapa pernah denger Miss.

R: menurut kalian Miss mending pakai bahasa inggris apa bahasa Indonesia?

S1: bahasa Inggris aja gapapa Miss, biar kita tambah pinter

S2: Ya tapi yang susah ditranslit Miss.

### **Interviews transcript 26**

**13 Spetember 2013**

**Meeting 3**

**Teacher Office**

**ET:English Teacher**

**R: Researcher**

R: Ibu, menurut ibu pengaruh feedback yang saya berikan apa ke siswa?

ET: Yaaa kan terlihat, mereka jadi bertambah ekspresi nya dan vocab nya

R: ohh..iya, kalau pronunciation practice yang saya berikan bagaimana BU?

ET: Bagus ya, anak anak terlihat lebih baik pronunciationya saat membaca dan berbicara

R:Menurut saya juga begitu Bu..

ET: Terus kan mereka jadi lebih berani dan yakin saat berbicara, kosa kata bertambah dan pengucapan menjadi baik soalnya..

R: Iya Bu..

ET: Apalagi pas game kan semuanya berbicara,,

### **Interviews transcript 27**

**13 September 2013**

**Class XI A**

**R: Researcher**

**S1: Student 1**

**S2: Student 2**

R: Survey gaenya tadi gimana?

S1: Asik Miss, dulu kan udah pernah ya?

S2:Tapi asik yang kemarin itu lho Miss. Rame

R: Oh..yang 20 questions game. Dapet apa dari main game tadi?

S1: belajar ngomong what is your job? hehe

S2: iya.. I'm a pilot itu miss

**Interviews transcript 28****13 September 2013****Class XI A****R: Researcher****S1: Student 1****S2: Student 2**

R: Tadi latihan soal soalnya gimna?

S1: bias dong Miss..

S2: Gampang Miss..apalagi yang artis artis itu.

R: Gambar2 di soal latihan memabntu ga menurutu kalian?

S1: iya Miss, menarik

S2: Jadi lebih gampang mikirnya miss

R: pas mencari opposite dan latian pake gambar itu gimana?

S1: bias miss bisa

R: dapat apa dari latihan latihan tadi?

S1: kata kata baru Miss, adjective hehe

S2: iya, dapat vocab Missm jadi g bingung pas ngomong

**Interviews transcript 29****16 Sptember 2013****Class XI A****R: Researcher****S1: Student 1****S2: Student 2**

R: tadi pas menirukan miss ngomong bahasa inggris bagaimana?

S1: Bisa miss, kan tinggal menirukan hehe

S2: Lebih bias Miss, tadi kan pelan pelan, ga secepat dulu,

R: Pas miss ngasih contoh mengucapkan ekspresi?

S1: Bisa Miss, udah terbiasa sekarang kita ngomong bahasa inggris

S2: Awalnya meang susah si miss niruin, juga susah

**Interviews transcript 30****16 Spetember 2013****Class XI A****R: Researcher****S1: Student 1****S2: Student 2**

R: tadi asking and giving opinion pas di game kalian semangat ya?

S1: soalnya kan kita bias Miss. Jadi ga mikir ngomongnya..hehe

S2: Iya miss, udah bias soalnya, kalau belum pasit gam au ngomong

R: Jadi udah PD gmg bahasa inggris sekarang kan?

S1: Iya miss, kan udah sering latian..

S2: Iya, kan uda latian mengucapkan yang benar terus belajar kata kata untuk ngomong juga

**Interviews transcript 31****16 September 2013****Class XI A****R: Researcher****S1: Student 1****S2: Student 2**

R: tadi gamenya gimana?

S1: yas begitu Miss, menarik

S2: soalnya tentang artis Miss

R: game bikin kalian apa si di pelajaran bahasa Inggris?

S1: mmmm.. jadi serius pas belajar gomong buat main gamneya

S2: bikin seneng Miss, kan seperti ga belajar pas main game

S1: Jadi pada sering masuk kelas juga Miss, itu Ibnu kan dulu sering bolos

R: pas disuruh maju ngomong gimna?

S1: BIsa Miss, seneng kalau maju

S2: Iya Miss, kan semuanya bias lihat kita ngomong

**Interviews transcript 32****16 September 2013****Class XI A****R: Researcher****S1: Student 1****S2: Student 2**

R: gimana anak anak menurut Ibu perkembangnya?

ET: Jadi lumayan ga seperti dulu lah mba, sedikit sedikit bias speaking.

R: Iya Bu,

ET: Itu mereka juga senang pelajaran bahasa Inggris jadinya

R: Iya Bu. Peraturan kelas yang dibuat bagaimana menurut Ibu?

ET: Efektif ya, mereka jadi tidak pura pura kebelakang lagi

R: Iya Bu, dulu kan Lina dengan Wahyu sering sekali

ET: Iya bener mba



## APPENDIX 2

### VIGNETTE

## Cycle 1

### Meeting 1

26<sup>th</sup> August, 2013

2x45 minutes

#### Topic: Spending Free Time

The English teacher, my collaborator and i came in to the class after the bell ringing. Some students remembered me when I did the observations some time ago. The collaborator directly sat in the back to shot me. I greeted the students 'Good Morning' then they replied "Good morning". I continued to greet them by saying *Assalamu'alaikumWr. Wb.* The students replied my greeting. A lot of them were curious and asked questions like "Namanyasiapamba?" or "*Mbanya yang ngajarkitaya?*" I introduced myself to them "Okay, everyone, my name Hani Klafrina and you can call me Ms. Hani" I wrote my name on the board. "From today and about the next six days (I showed my 6 fingers to them), I will be your teacher, *mohonbantuanyaya*". The students answered. I asked their conditions "okay, how are you" they replied "fine thank and you?" I said "I'm fine too, who is absent today?" They answered 4 students were absent. I asked what the previous lesson was. Students said the previous lesson. i asked about the lesson in the last meeting with the English teacher. I felt the students were ready to start the class. I activated their background knowledge first "What do you like to do in weekend?" they did not understand what I said then I asked "What is your hobbies?" they answered by saying the activities they like, watching TV, and they answered the questions in *bahasa Indonesia* "*Bersepeda, jalanjalan, memancing Miss, naikgunung Miss*". Then I said "Okay, biking, fishing, hiking ..." "How about reading, do you like reading in your spare time?" some students answered although I felt that they did not know the meaning of spare time. I spread the handout for every one and asked them to look at the picture. "*Menurut kalian, what we are going to learn today?*" the answers were yes, no and some hobbies were heard, "*Dari gambar di kopian kalian and dari pertanyaan2 Miss tadikirakira, what will we study, the topic?*" The students began to understand what I asked. "Hobby Miss" I leaded the students to see a picture in the handout. I asked them questions related to the picture. The picture was about a girl read a book. "Do you like reading?" students answered yes and no. "So what do you like?" they answered by mentioning some hobbies. Some of them said "walking walking miss" I corrected "Ohh, you like walking, its walking, not walking walking" I asked them to look at the next picture, a picture contains various activities in the park. "Look at the picture, put F, when the statement is not in the picture" they did not understand what I said so I gave them an example by doing number one. The students understood then I asked them to do the task in pairs. "Is there any question?" I asked the students during the tasks. "Miss, sew *itumelihatya?*" I explained sew by making gestures and putting it in the sentence. There were some other words they did not understand. "Jump *apa miss?*", "Hide *apa miss?*" they asked the words and pronounced them incorrectly at the same time. I corrected their pronunciations and explained the words. "Everyone, do you jump?" I asked them to look at me "I stand

(I stood still), I jump (I made a move of jump)". They understood. 2 students asked permissions to go to rest rooms. After almost of them finished the tasks, i asked them one by one to read the sentences and say the answers. 2 students got back to the class and sat down. No one raised their hands and no one wanted to answer. So I chose some students to read. They made a lot of mispronunciations. I gave feedback by correcting them and drilled the words to the class. There were two students that asked permissions to go rest room. I asked the students that made noises in the back to repeat the answer his friend said. Some students were sleepy; I walked toward them, tap their shoulders and continued the lessons. I kept standing there to make sure the students would not get sleepy. I asked them to study 2 short dialogues contained the expressions of asking and giving information about how someone's spend weekend and spare time. "Are there any difficult words?" a student said" *pakebahasa* Indonesia Miss, *ga dong*" but I kept speaking in English "*Biar kalian biasa* to hear and speak English" I said and made gesture with my hands to explained the word listen ad speak. "Spare*ituapa* Miss?" , "Park *ituapa* Miss" then I explained the words andthey understood. I leaded them to read the dialogues. I gave them example then they repeated after me. I asked them questions related to the dialogue,"What are the dialogues about?" they answered about hobby, I asked which expressions to ask hobby and to answer it. They made guesses. Then I asked them to see the expressions in the boxes, expressions related to asking and giving information about how to spend free time. I drilled the expressions three to four times. I gave them the example how to pronounce the expressions first. Then by using the expressions, I asked them to fill some bubbles in the boxes to complete very short conversations. I told a student to keep his hand phone in the bag. He did not realize I was talking to him. I told him once more. He kept the phone and smiled. I told them to think about what to say to fill the bubbles with the friends sat beside them. Then I asked them to say the answer orally. I asked some volunteers. There was only one student, "Please, anyone, the second bubble" then I pointed some students to say their answer for the rest bubbles. There were still a lot of mispronunciations made by the students. I corrected them and asked the class, not only the students made the mistakes. Some students in the back were talking to each other and asked them pay attention. I walked around to make sure everyone learned. I lead them to study the next thing "umm..*perhatikan* in every sentence, there are jogging, swimming, walking, .... Why?" some students guessing. Then I continued. "That is gerund, verbs that are changed into noun" I explained the material related to gerund and wrote in the white board to make the explanation clearer even though the material briefly written in the handout. "*Terlalucepat* Miss, *gamudeng*" I slowed the explanations using English and bahasa Indonesia. I asked them to do tasks related to gerund in their handout to make the students got more understanding. I asked them before the asking meanings of certain words, they had to think about the words in the context and guess the meaning. I asked them to work in pairs. I walked around to make sure everyone was working on the tasks, not only one of the students in pairs. After some minutes, I asked them to say the answer one by one. "Come one, any volunteers?" they seemed shy and for some minutes, no one wanted to say the answers individually. They were mumbling the answers together in low voices. "come one, say the answers, anyone." Then some of the students said "*Saya* Miss", for the rest of the tasks, I chose the pointed some students to say their answers. Some students in the back looked at something outside through windows many times. I asked them to read but he did not want to "*Jamnyasudahmauhabis* Miss" I asked them to find some meaning of some words

together before I ended the class “Find the meaning of words in the box then we end the lesson”. Some students began to make noises. I walked to ward them and helped them to find the meanings by explaining and making gestures. I continued to walk around and encouraged the students to find the meanings. I calmed down a student that made noises about going home and promised to end the class after this. We discussed the results together and I gave examples how to pronounce the words correctly and drilled the pronunciations of the words. The students repeated my examples 3 to 4 times. Then I asked if there any questions related to the lesson that day, summed up the lesson, told the students to study the handout and bring it for the next meeting, greeted the students and said good bye.

## **Meeting 2**

**30<sup>th</sup> August, 2013**

**2x45 minutes**

**Topic : First 45 minutes for spending your free time**

**Second 45 minutes for restaurant**

### **Game: Survey**

The English teacher, my collaborator and I come to the class after the bell rang at 10am. The English teacher and my collaborator sat in the very back seats. There were a lot of the students that did not in the class. the English teacher stood and looked for them. I greeted the students in the class, asked whether there was a student absent. Some students came in to the class and just sat down. I asked them where they were going. They just said to the rest room and canteen. To get their attention I asked several questions relate do their conditions and precious lesson. I asked them to open the handout I gave in the last meeting. Some students that did not come last meeting did not have the handout and some others forgot theirs. They asked me to go outside to make the copy of the handout. I asked them to sit with their friends that had the handout but they did not want to. Two of the students insisted to go outside and the rest sat with their friends who had handout. The students recalled the last lesson in the last meeting. Two girls asked permission to go rest room. I asked them to see the pictures in the table. I told them to have a listening activity. “*Susah ahMiss*” my collaborator helped me to prepare everything to conduct listening activity. I told the students to number picture based on the audio they heard. The 2 boys came back to the class. The 2 girls came back from the restroom. I started the listening. Some students made noises in the middle of the listening. I stopped, told them to be quite for their own sake and continued the listening. I replayed the audio twice. Then we discussed the results of the listening activity. Everyone speak together and use bahasa Indonesia. I asked for volunteers to say the answers individually. Only a student wanted to, and then I pointed out some student in the class. There was a student that walked and changed his seat. “*Ibnu why did you move?*”, he just kept silent. “*MemangbegituorangnyaMiss, biarinaja*” said the girls in front row. I continued the activity. I played the audio for the last time to make clear the words the students missed. “Any questions about the listening?” they did not say anything. “I will ask you then, how to ask someone’s activity on weekend?” The students looked at their handout and said the expressions. I corrected some mispronunciations. “Okay, now, looked at task 8. Arrange the dialogues in to good orders” they arranged the dialogue in pairs for few minutes. I walked around to see they were working. “*Divingapa Miss?*” I corrected the pronunciation and asked the students to see the last works; they had found the meaning of dive. The students and I discussed the results. Then I

asked some pairs to read their works. “Everyone, did you hear what yogi read?” then I asked him to speak louder, “Okay, well done Yogi” they puzzled, and then I said it was similar to good job. I told students to read the dialogue based on my direction. I gave them example first how to pronounce the sentences slowly then they repeated after me. “of course” they repeated “I like..” they repeated “..diving a lot”. I asked students to make short conversations based on the pictures. They had to choose 2 out of 5 pictures. They worked in pairs. I walked around to make sure everyone worked. Some students asked the meanings of some words then I explained the meanings. Then I asked them to practice the conversations on their seats. I asked for volunteers to come to the front and performed their conversations. Students in the back kept making noises when the students in the front started to speak. I stopped them to speak, asked the students in the back to come as the next performers and the students in front continued their speaking. After some pairs came forward, I asked them there was any question or not. They reminded in silent. “okay, then, what are the activities people do on weekend that you know?: they said “*Apa Miss?*” I repeated the questions with more simple words and very slowly. They class mentioned many activities they knew. I asked them to say the expressions of asking and giving information about how to spend free time. Then I told them I have a game to play. “Game *apa Miss, kokngegame?*” I spread papers contained table to play survey game. I told the rules of the game. Many students did not understand. I gave them examples of how to play the game “I write Ari in the table” I showed them, “Ari, what do you like to do on the weekend?” then he answered and I wrote the answer on the table. They understood. The game started. Students sat and asked their friends. Then I said they could move around to ask their friends. They began to walk around. I came closer to them, walked around and gave feedback. Everyone spoke by using the expressions and vocabulary I taught. I asked every pair to come forward to take the scores of their speaking. They were not sure to come forward at first. A student did not want to come forward, “*SudahMiss, biarin, diamemangbiasanyasepertiitu*” he insisted to do not come forward. I asked them their feelings and comments about the game and the performances they did. Then I asked them leading questions to the next topic. “Did you ever go to restaurant or cafe?They answered yes “*Burjoan Miss?*”, “*KaloakuangkringanMiss*” then I asked them to see a picture related to the topic. They answered some questions related to the picture orally. Then I asked them to see many pictures of food and drinks. They matched the name of food and drinks on the box with the pictures. They worked with their pairs for some minutes, then they said the answers orally. I drilled the names of the drinks and food. I gave them the example first then they repeated after me. The student studied a dialogue related contained offering, accepting and refusing offers in restaurants. “Is there any difficult words?” they said some meanings of some words. I explained the meanings to the class so all of the students would learn together. I conducted them to read the dialogues together after my example. Some made mispronunciations and I corrected them. They read the questions related to the dialogues and thought for some minutes the answers with their pairs. I asked them to answer the questions. They spoke together. I asked for volunteers. Some students said “*Aku Miss*” I said “Okay, you” then I pointed some students to say the next answers. “Okay, is there any questions?” they did not have question; I asked some questions related to what they have learned that day. Then I summed up the materials today, “What have you learned today?” they answered. I said the next meeting there would be a game. A student said “*KenapagatadiMiss? SenensayagamasukMissdengan Ari*” I asked why, he said they

would go to their home town for weekend, they went on Friday. I said there was not enough time to play the game this day. “*Yaaahhh...*” they said. Then I asked them to study the handout for the next meeting, “Thank you for today, *Assalamualaikumwr.wr.* good afternoon” they replied my greetings, “And have a nice day, see you on Monday”, “Yes Miss, see you”

### **Meeting 3**

**2<sup>nd</sup> September, 2013**

**2x45 minutes**

**Topic: At the Restaurant**

**Game : At the Restaurant**

The English teacher and I came to the class at 10 am. Almost all of the students were in the class because I came right after the previous teacher came out. The English teacher sat in the back. I greeted the students. Some students came in and greeted me. They sat down. I asked their conditions. I asked the students that just came in “Where have you been?” they said they had lunch. I asked whether any student absent. I asked the last material we had learn. Some students opened their handout and answered my questions. “Do you like do you like miss, restaurant...” and I asked them to open their handout. Some students forgot their handout and I asked them to share the handout with the ones did not bring it. “What have you learned about restaurant?” they said name of food and drinks. I prepared a listening activity while I was recalling their knowledge about what they had learned in the previous meeting. I asked them to see the pictures in the handout. They said the name of the pictures. I corrected some mispronunciations. I asked them to mentions all the names of the pictures. They knew all of them because in the previous meeting they have learned them. I told them what to do. “Clear?” everyone said yes. I played the audio twice. Then I discussed the results with the class. I replayed the audio once and stopped in some important points. “What did you get form the listening?” they mentioned some words they got from the listening. Then I asked them to match words with the descriptions of the words. I gave them an example. “Before you dothe task, is there any difficult words?” they asked me some difficult words. “Beverage *apa* miss” I said “Try to speak in English please” then I explained the word beverage and some other words they asked me. They worked in pairs for some minutes. I told them to say their answers by raising their hands. They had to read the sentences and say the answers. Some students wanted to be volunteers. I encourage some shy students and the ones that usually made noises to read their works too. “Come on, Ibnu, read yours for Miss Hani” I gave them feedback for their good pronunciation “*Wahh.. You did very well*” a students mispronounced certain word, I said “/kin/ ? hmmm really?” he tried to do self-correction, then I said “Its /kaind/” I made all the students to repeated the words. Then the students divide some food and drinks into some types, appetizer, main course, dessert and drink. They worked in pairs. I walked around to see the students were working. 2 girls asked permissions to go to bathroom. I asked them “Could you go alone one by one?” but they did not want to. Then I asked the class “Is anybody here have illness that makes you go to rest room often?” students did not understands what I mean and I said in bahasa Indonesia. They said none of them had. After several minutes I conducted them to discuss the results orally. I asked some students that rarely participated in leaning activity to say their works. “/nodel/? Come on Hendri, *tanyatemenmucoba*, the right pronunciation” The two girls came back to the class. Students found meanings of certain phrases that used in

the topic of restaurant. I gave them only few minutes to discuss with their pairs. Then I explained each meanings of the phrase. “A slice of. I have a slice of bread” they guessed the meaning correctly. “A cup of coffee” they guessed the meaning correctly. I did the same things to every phrase. Then I drilled the phrases. I gave examples then they repeated after me. I texted them “How about milk?” they said a glass of milk. “How about chicken noodle?” they said, a plate and some said a bowl of. I leaded them to learn the expressions of offering, refusing and accepting offers, and ordering. I told them to see the expressions in the boxes. I gave them the example how to read them and the class repeated after me. i told them to at least remember 2 of each expressions. Then I asked them complete dialogue using the expressions they had learned. They worked in pair for few minutes. I walked around. A student did not do anything. “Why are you? Come on, Miss Hani *bantu*” I encourage everyone to think. “Is there any difficult words?” I told them to guess the meaning from the context. Then the students and I discussed the answers for every number together. I conducted them to read the dialogue. “*Majuga* Miss? *Majuya* Miss?” then i said they did not need to come forward to perform the dialogue. I asked them to fill the bubbles in the handout with the expressions they had learned, directly. “What is the first bubble? What do you think?” they answered by using the expressions they had learned. “What else, *kirakira*?” they could answer it again. I asked some students to spoke individually to fill the bubble. I gave feedback to mispronounced word. “Hmmm, pardon?” he tried to pronounced it again, “Its /mei/ not /mai/”. Then I said if there was any question. Then I asked them to arrange jumbled dialogue contained the expressions they have learned. They did the task for few minutes. Some students were sleepy. I came to them “*Sudah tau disuruhngapatadi?*” they began to work. I stood there for few minutes. Then I walked around. Then I asked for the answer orally by only said the number. “Is there any different answer?” they said no. I tested them “How to order a plate or fried rice?” they could answer that corrected with different expressions. “How to offer menu?” they answered it correctly. Then I told them they would play a game. I told the name of the game; spread a menu for everyone and the rule of the game in short. I gave them example what to do in the game, and asked them to play in a group of three based on where they sat. “okay, Henri and I will show you what do” they looked shy and talked in low voices. “Try once more, louder please” everyone gave us attention and he spoke louder. They said they understood what to do. The game started, I walked around. I stopped and played the game with some groups. Then I observed everyone and gave feedback to their language. I stopped the game “Okay, what do you think about the game?” they said the game was not bad. But the ball rang, the students made noises I ended up the lesson, summed up the material for that day, greeted the students then said goodbye.

## **Cycle 2**

### **Meeting 1**

**6<sup>th</sup> September, 2013**

**2x45 minutes**

#### **Topic: Jobs**

The English teacher and I came in to the class after the bell ringing. Some students were not in the class. a students came out to ask their friends to come in to the class. English teacher sat in the corner of the class. Some students came in to the class and took a seat. I greeted the students “*Assalamualaikumwr. wb.* good morning everyone” the class answered “Good morning miss” I said “Okay, why didn’t you go to the

class after the bell ringing?" some students said "Hungry miss" some others said "No problem miss hehe". There was no absent student and before I started the lesson, I discuss a rule of going outside to the class. "Umm,, when we are studying no student go outside the class, *gimana?*" some girls said, like what I have expected "*Kalau pengen pipis gimana miss?*" I said " You have to go before the class" some students did not understand and did not really hear what I said so I repeat it slowly," No one go outside during the class, when we are studying (I helped them understand with my hands gestures). *Yang mau ke belakang*, you go before the class, before I come, okay?" they understood what I meant and answered "*Yaaaaaaah ,oke lah Miss?*" I said "*Yang mau ke kamar kecil*, I give you 5 minutes, and you go alone okay?" I slowly said the rest of the rule. When they have agreed and seemed to be ready for the class, I leaded them to start the class. to lead them in to the topic, I asked them to see the picture in the handout and answer the questions related to the pictures. The students answered the questions easily. "After you saw the picture and answer the question, what is topic for today?" they said, "Work miss" , I said "Almost correct Yanuar" , "What is the topic?" i asked them. Someone said "Job miss". "Yes. Very good, we are going to learn about job" "now let see the task in the handout" everyone did what I asked them to. They worked in pairs to find meaning of words related to jobs. After some minutes we discuss the resulted. They did know some meaning of words like treat and shave. I said "do you know the one helping the doctor?... who? help the doctor?" they said "*Perawat Miss?*" I said" yes, she treats patients" "Ohhh... tau miss, merawat". "What is shave miss?" I acted as someone who was shaving his beard, and they correctly guess the meaning. After all the words had meanings, I gave them example the correct pronunciation for each word and they repeated after me. The pronunciation drilling was about 3 to 4 times of reach word. I asked the students to match words (various jobs) pith pictures together. They did fast and without any problems. Then I asked them in pairs to match words (various occupations) with the simple descriptions of what people did in the job. The vocabulary drilling that had been done help them a lot in doing the task. "any questions?" I asked them during they were working "not yet miss" and they did the task very well, i asked a volunteer them pointed out some students to read the answers one by one to practice their pronunciation. Then I taught them how to ask the questions with the answer yes and no. I wrote in how to ask the question in the in the white board, but the materials actually written in students handout. i explained about the use of do, and does in yes and no questions. I encouraged them actively to participate while I was explaining, "Tomi cooks for customers, Tomikata *gantinya* he or she?" then they answered he. I asked some others questions to make them speak and not only to listen my explanation. I asked them to change a sentence to yes no questions "For example, I type letters, how you change this sentence?" they together answered "Do I type letters" I asked "Why do, not does?" they answered "Because I" I tested them "Who else? Use do?" they answered "They we I you", "and does?" "He she it" I thought the explanation is enough then I asked them to change some sentences in to yes/no questions. But there one of them said "Miss, *terlalu cepat, gamudeng?*" I said," too fast? Okay, which part? That you don't understand?" I spoke slowly still used English and made gestures. She said "all, repeat Miss". I asked whether anybody else did not understand how to make yes and no questions. Some of them said they had understood some others kept silent. I explained how to make yes and no questions once more and focus on her. A student said "Huuu, *ngono r mudengan, ya Miss?*" followed by other's laugh. "No problem, that's very good to ask question.



Wahyuberaninanya, memang kalian sudah bisasemua?" so I called his name and asked him to help me to make yes and no questions. After everyone understood, I asked them to change sentences into yes and no questions. I asked them to work in pairs. I gave the students time to think and do the tasks in the handout and they had to say the answers orally later. I asked for volunteer first then I pointed out some the trouble makers in the class and the shy students to say the answers. "Okay, everyone stop your work, who want to do number 1?" a student that was active in the class did that. He said the yes and no question from sentence number 1. "Anyone has different answer?" all have the same. "Good, and Yanuar, please number 2?" I moved around the class to see the students work. I gave feedback to a student "/cef/? Ummm..how do you pronounce it?" I asked the class, and then other students responded and said the correct pronunciation for the word chef. "Umm. Everyone has different answer? It should be does or do hayoo?" The kind of feedback made other students think and they actively built peer feedback. There was only few minutes left, I planned to have the game this day but there would be not enough time. After discussing the task, I came forward and asked the student, "*Kalau kalimatnya* I offer the menu, what is the question form?" they answered together "do I offer the menu?", "Okay good, I *nyadiganti* you, *kansedangbertanya*..." , "I work in a vocational school", they automatically said "Do you work in a vocational school?" I asked some students to change my sentences individually. Then the bell rang, I summed up the material shortly, said what they had to do to next task in the handout for the next meeting, greeted them and said good bye.

## Meeting 2

9<sup>th</sup> September, 2013

1x30 minutes

### Topic: Jobs

The English teacher and I came to the class at 11pm not 10 pm, I greeted them and asked who was absent. I asked them how you were and asked questions to get them ready for the class. "What did you study before I came?" they answered. Some students still talked with their friends and walked around the class, I attract their attention by saying "Are you hungry?" students answered the question and started to focus to me. . I recognized that there was a student from another class. "Udin, why are you here? *Pelajaranapasekarang di kelasmu*". He said that he wanted to study English in class A because the activities were fun. Then I allowed him stayed after I asked permission from the English teacher. "What did you before I came? Slept? Went to canteen? The students answered. "Sleeping Miss" , " I play football *di halaman* Miss" , "nothing Miss, hehe" They seemed to understand what I said. Then I brought students to the lesson. "What we have learned on Friday?, last meeting?", "umm.. forget miss", I told them to recall the lesson. "Umm... *yang* yes I do..do you cook..? do you ...?", "*Siapa yang menjawabtadi*, ya , Ari, that's right" and I said "What else?" and they remembered about the jobs. I prepared an audio and speaker for listening activity. I asked one of the trouble makers to help me with the cable and speakers. The English teacher asked me to use a big speaker so everyone would hear the audio clearly so he went to take the speaker. While having preparations, I asked them to see the handout. Some of them forgot and left the handout so I gave them the extra copy I had. I activated their knowledge related to job, and the descriptions of certain jobs before the listening session. After everything was ready, I told them what to do. "So, what do you have to do with the pictures?", "Give number Miss". I

played the audio twice. And then I asked them to raise their hands to answer the tasks, orally and individually. “Number one /doctor/ Miss”. “Anyone has different answer?” all the students said no. then I corrected how to pronounce the word doctor. I made them repeat after me. The tasks discussions went well. Then I said to them that we would have a game. I told them that the class would play a game using yes and no questions. I asked them whether they remembered how to ask yes and no questions. “*Kalau* I sing a song, question form *nyabagaimana?*” they answered. I asked several similar questions and how to answer. It was to make sure the game would be run well. I told the rules briefly “We are going to play a game, the name of the game is 20 questions game (I write the name of the game in the white board)” a student said “Wahh , difficult *ga* Miss? *Atau* easy?” I said “Very easy, a person stand in the front (I made a gesture with my hand), I will whisper a name of job to him or her, then all of you have to guess the job, get it?” the students started to say “*Gimana* Miss? Not understand, what Miss?” then I gave them example. I asked the trouble maker in the class to help me show the example. I whisper the name of the job, then I asked question, then I asked him to say yes or no. Everyone said they understood and the game was started with me as the first one stood in front of the class. Student began to asked me “Do you cook?” another said “Do you driving?” then I correct them, “Lina, not driving, verb 1, okay? What is the verb 1 of driving”, she said “Drive” “Yes, that’s it, repeat the question Lina” she asked “ Do you drive?” I said “No”, finally students guessed that I was a pilot. I asked a volunteer to be in my place. I chose the shy one. The trouble maker students did not troubled the learning process, they enthusiastically asked many questions. It made other to ask a lot of questions too. Some students asked “Do you singer?”, “Do you chef?” , then I stopped the game for a while to remind them they had to use verb 1 only. I listed some verb they had learned before in the white board “What are verb 1 that you learned?, verb 1?” they answered a lot of verb 1. The lists make them easier in guessing and avoid them to made mistakes. Then let the next student in front of the class to think about a job, I sat among the students and tried to guess too. I stood up and ended the game after 5 students had stood in the front. “Okay, how was the game?” “Very cool Miss”. “Awesome”, I liked the way they said the vocabulary I taught them, “Amazing” “Okay, everyone was having fun”. They added that playing 20 Questions game was interesting and easy. i ended the class by summed up the lesson that day shortly, asked them to study the handout at home, greeted the students and said goodbye.

### **Meeting 3**

**13<sup>th</sup> September, 2013**

**2x45 minutes**

**Topic: First 30 minutes for Jobs**

**The rest minutes for giving and asking opinions**

**Game: survey game**

The English teacher and I came to the class at 10 and saw the class was full and crowded. The English teacher sat in where she usually did. The students that usually were outside the class was in the class now. I greeted them and said whether there was someone absent or not. All of the students were in the class i made them ready by asking some questions “What have you learned before I came?”, they said they were study about automotive and thing related to it. “Do you come from other class too?” I asked a male student. “No Miss, this class” asked the other with laughed.

“*Kelasinikok*” he said. “I’ve never saw you before?” he still said he was in the class. The other said that he rarely came to join any classes. “Okay then” Then I asked them about the previous lesson “What did we do on Monday?” anyone remember?” almost all of the students respond to my questions “Game Mss”. “Do you , do you miss” , “Jobs miss”. I activated their knowledge about jobs and descriptions of jobs. Then I asked “*Kalaumaubertanya* about someone’s job, what do you say?” they said “Do you cook?”. “*Itu* Miss, Do you drive?”, i responded “Yup. That’s right everyone”, then I asked the trouble maker student “ibnu, what do you think? *Kalaumaubertanya* about someone;s job?” he said. “emmm. Anu miss... what do you job?” I said that was almost correct. I asked them to see their handout; some students forgot the handout and I gave my extra copy. I asked them to study the expressions in the table. “Which one, to ask someone’s jobs?” They said the bottom left ones. I gave them the example of how to pronounce the expressions one by one. I did it slowly. They repeated the expressions one by one after me. I repeated the drilling twice, and then I asked them read the expressions of how to ask someone’s jobs by their own. Some of them incorrect to pronounce ‘duties’ and I correct them “Um, what do you think? *Cara mengucapkan duty tadibagaimanaya?*” then other students respond to my questions by saying the correct pronunciation of duty, I asked the students to repeat the correct pronunciation of ‘duty’ twice. I did the same for the expressions of telling jobs descriptions, asking and telling someone’s educational degree. Some students had mistaken to pronounce ‘major’. I asked the class how to pronounce ‘major’ correctly. I made students drilled ‘major’ twice then. After had enough expressions and pronunciation drilling, I asked the students to complete a dialogue with the expressions. The expressions were actually written in the box. I gave them time to do the task in pairs and then asked the answers orally. The whole class answered orally together. Then I asked the students of two lines in my rights to be Sarah (a character in the dialogue) and the students of two lines on my left to be Tomy. I guided them to practice the pronunciation by reading the dialogue. I gave them example before they did that, they repeated after me and then I let them read by them shelves. I corrected some students’ mispronunciations and asked the class to correct some of them. Then they practiced to speak English by the guideline in the handout. They had to use the expression and the vocabulary they have learned but without writing them done. I gave them time to practice then I asked one pair to perform their speaking in their seat. “Not in front Miss?”, “On your seats, okay” Almost all of the pairs wanted to perform by I asked the students that rarely active during the class to perform. The trouble makers made noise during their friends’ performance. “Ibnu, Faris, you perform after this ya” They said okay and practiced in low voices. They performed “Very good, Ibnu, Faris” After that, I told the students that we would play a game. “Do you remember about survey game *saatpertama* kali Miss Hani *ngajar?*” they said yes. I spread the table that would be used in the game and told them the rules, because almost all of them had played the game. “Faris, do you know what to do?” I asked the student that was absent when the last survey game was conducted. “Yes, *bertanyaketeman*”, “And then what?” he answered that each person has to write their friend’s name on the table given. I gave them example. I asked them to start. i walked around to see the students’ performance of speaking. “Febri Ari, let me hear you are speaking” both of them demonstrated the game in their seat. I said to them to try other expressions. I provided them with 4 expressions for each function but almost the entire student used only one. “Halo class” I gained them attention. “Please use various expressions, *jangancumasatu yang dipakai*. Okay?”. They tried to use

various expressions to ask and tell someone's job and the descriptions. I ended the game when everyone seemed to have 4 names on their table. We held sharing and commenting sessions. Let them breath for some minutes and leaded them to the next topic. "okay, what will we do now?" they said, had lunch or anything. "Umm... may be later, Miss Hani is hungry too actually" I made a gesture then they laughed. "Do anyone here like Dahsyat?" they excited with my question, "yes miss, I like it". Other students said "I see it when *tidak* go to school Miss", I responded their answered and spread the handout for giving and asking and giving opinion topic. "Who is in the picture?" , "Olga... , miss" I asked their opinion about him. Students answers in English with words like "funny", "handsome", "ugly". "beautiful". Then I asked them to see a table of famous people. i prepared speaker and laptop. I asked them to prepare to listen to audio and to number the picture based on what they heard in the conversations. All of the students was silent to listen to the audio. I replayed the audio once. The class discussed the results of the listening activities for number 1 to 5. "Dwi, *kata kataapa* that you got from the listening?", "What, I think, umm... beautiful" , then I asked 2 other students about what words they got form the listening. They got some adjective. Then I asked them to see some pictures of famous people. I asked them to think about the characteristics of each people, and use the words (of adjective of physical appearances and behavior) in the bracket with the pictures. I asked them to work in pairs for few minutes and later to say the answer orally. "Look the words *dalamkotak*, any questions?". One of them asked what, brave and arrogant "Does anyone know? what brave is?" no one answered so I said "I walk into *kuburan* in the night alone, I brave" I explained slowly with movement too. "Ohhh, *ituu*, yes miss, I know" I also explained the meaning or arrogant. I asked the class the characteristics of each person. They said the answer loudly. Some pairs said different answered and that was okay. I corrected their pronunciation. Then I asked 2 volunteers to said the answers alone. After that, I asked them to think about the opposite of each characteristic with their pairs. "I know Miss, arrogant *berarti* not arrogant, smart *berarti* not smart" a student said and everyone laughed and said the same things to me. "haha, that's right Yanuar, you are smart, but.. there is a word to say not smart" they listened to me "Apahayoo.. smart is?" they thought for some minutes, and said the right words for not smart. After discussing the answers together, I made them practice their pronunciation. I gave example for how to pronounce each word then they repeated after me. They pronounced each word 2 to 3 times. Then I summed up the lesson today "Okay class, what did we do today?", they answered, "What else?" they answered "Are you happy today?" they answered while they were packed to go home. I said the next meeting would be the last one and I asked them to study and keep the handout. I greeted them and said good bye, "Well, have a nice day, see you on Monday".

#### **Meeting 4**

**16<sup>th</sup> September, 2013**

**2x45 minutes**

**Topic: asking and giving opinion**

**Game: Famous People Game**

The English teacher and I came to the class at 10 am. I greeted the students. Some students came in after me. The English teacher sat in where she did last time. I asked whether everybody joined the class. I asked their conditions to make them stop to speak to each other and start to give attention to me. "What did you do on

Sunday?, Lina, what did you ?” and asked other things related to their activities. When they gave full attention to me, I asked them “And what did we learn in the last meeting?” they answered. I asked them to open their handout. I gave handout to students that forgot their handout. I asked them about the adjective they learned in the last meeting. They remembered many of them. I tested them “What is your opinion about Justin Bieber?” they answered by using the adjective they knew but not in the full sentences. I asked them find the meaning of some words with their pairs. They asked me when they did not find the meaning of certain word and I explained the word to them. After all done, I drilled them to pronounce each word correctly. I gave them example then they repeated after me. They repeated each word 23 to 4 times. Then I asked to read loudly a dialogue, together, based on my instructions. I correct the mispronunciation some student did. “Any questions about the dialogue? Do you find any difficult word?” some students did not know the meaning of watched. “Does anyone know what watched is? watched?” I asked the class. a student knew and told the meaning. “Look at the expressions in bold” I asked them whether they knew the function of the expressions or not. Some of them knew. I explained the expressions of asking and giving opinion. They studied the expressions of asking and giving opinion in the handout. I gave examples how to pronounce the each expression and they repeated after me. They pronounced each expressions 2 to 3 times. “So, based on the table, ask me about Tukul” they asked me by using the expressions in the table and adjective they had learned. “What do you think about Mr. Bean?” they answered directly using the expressions and adjective they had learned. Then I asked them to see some pictures, asked and gave opinion to each picture, there were some clues to help them arrange their questions and opinions. I asked volunteers to say their opinions and to ask my opinion. I asked the trouble maker students and shy students too to say their opinions and to ask my opinion. After that, I asked them to arrange jumbled dialogue into a good order. I gave them few minutes to discuss it with their pairs and then I leaded them to discuss the dialogue together. “Is there any question so far?” Then the students make short dialogues based on the names of famous people and example given in the handout, in pairs. From 5 pictures, they had to choose three and practice the dialogues. I walked around to see they were working and gave feedback. I joined to practice the dialogues with some pairs. Some of the students did not write anything but they practiced the dialogues directly. I told them to stop and asked some volunteers to perform their dialogues. I chose the 2 pairs of students, which rarely participated in the class and often made noises during the class. I asked them whether they had questions. There was no question. I tested them “Ask me about Syahrini, asked me about Soimah, what is your opinion about Andre? What do you think about Azis?” they answered by saying their opinions and asked my opinions. I told them that the class was going to play a game. I told the name of the game and the rules. I made sure everyone paid attention. I gave them example how to play the game. “Any question? Does everyone know what to do?” they said yes. The game started, they began to speak English to each other. They walked around. I observed them for few minutes and walked around to hear their speaking. Everyone did very well and spoke confidently. Then I asked students in pairs to come forward. I went to take their speaking scores. They chose their own pairs. There was a student with no pair so I became his partner. After everyone performed and assed, I asked what they felt that day and summed up the lesson. I greeted the students and said goodbye.

### COURSE GRID

Cycle	standard of Competency	Basic of Competency	indicators	Topics	Material	Media	Learning Activities	Evaluation
Cycle 1 1th- 2 <sup>nd</sup> meeting (3x45')	2. Berkomunikasi dalam bahasa Inggris pada tingkat elementary level	2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> <li>Students are able to identify some expressions for asking and giving personal information about their activities to spend free time</li> <li>Students are able to describes the use of gerund to ask and tell about their activities to spend free time</li> <li>Students are able to practice dialogues that related to the topic</li> <li>Students are able to students are able to make dialogue about the topic based on the pictures given</li> <li>Students are able to practice conversation about asking and giving personal information about their activities to</li> </ul>	Spending Free Time	<p><b>Language Functions</b> Asking and giving personal information about their favorite activities <i>Kim: Winda, what do you do in spending your free time?</i> <i>Winda: I like jogging in the park</i> <i>Kim: I'm keen on jogging too</i> <i>Winda: Really? Let's jogging together next Sunday</i> <i>Kim: Great</i></p> <p><b>Language focus</b> <b>Key vocabulary</b> swimming, biking, jogging, painting, reading, fishing,</p> <p><b>Key grammar</b> gerund The use of gerund: a. As subject: it is in the beginning of a</p>	Handout Pictures	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>students find and share some words related to the topic</li> <li>students discuss the dialogue given</li> <li>students identify the expressions related to the topic in the dialogue</li> <li>students pronounce difficult words related to the topic</li> <li>students pay attention to teacher's explanations about the expressions and the use of gerund</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>Students asked to complete the exercise using gerund</li> <li>Students complete a dialogue using the expressions they have learned</li> <li>Students arrange a jumbled dialogue related to the topic</li> <li>Students make a dialogue based on the draft given</li> </ul>	Practice: performing dialogue Production: playing the game

			<p>spend free time</p> <ul style="list-style-type: none"> <li>Students are able to perform a conversation about asking and giving personal information about their activities to spend free time</li> </ul>		<p>sentence.</p> <p><i>e.g.: Playing tennis is my hobby</i></p> <p>b. As complement : it usually comes after auxiliary (is, are, do, does)</p> <p><i>e.g.: His favorite activity is <b>biking</b></i></p> <p>c. As direct object : it usually comes after verb (like, enjoy, avoid, regret, etc)</p> <p><i>e.g.: They like <b>singing</b></i></p> <p>d. As indirect object : it comes after preposition (at, on, in)</p> <p><i>e.g.: She is good at <b>cooking</b></i></p> <p><b>Key expressions</b></p> <p><b>Asking information about activities to spend free time:</b></p> <p>a. What do you like doing in spending your free time?</p> <p>b. Do you like ..?</p> <p>c. How you spend your weekend?</p> <p>d. What do you do in your free time?</p> <p><b>Giving information</b></p>		<ul style="list-style-type: none"> <li>Students are asked to make dialogue based on the pictures given</li> <li>Some students perform the dialogues</li> <li>The whole class practice the dialogue loudly in their seats</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>Students play Survey Game</li> </ul>	
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					<b>about activities to spend free time:</b> a. I usually do ..... b. Yes I do. / No I don't. c. I do .... On the weekend d. I like .... In free time			
2 <sup>nd</sup> - 3 <sup>rd</sup> meeting (3x 45')	2. Berkomunikasi dengan bahasa Inggris setara elementary level	2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> <li>• students are able to identify the vocabularies related to the topic</li> <li>• students are able to identify the expressions of offering and accepting/ refusing an offer in a restaurant</li> <li>• students are able to arrange a good conversation contain the expressions of offering and accepting/ refusing an offer in a restaurant</li> <li>• students are able to make a dialogue contain the expression of offering and accepting/</li> </ul>	Restaurant	<b>Language function</b> Offering and ordering in a restaurant <i>Waiter: Would you like anything to eat?</i> <i>Customer: Yes, I'd like a hamburger and a large order of crisp, please.</i>  <b>Language focus</b> <b>Key vocabularies</b> Food; noodle, fried chicken, soup, burger, pizza, etc. Beverages; milk, tea, coffee, soda, juice, Dessert, appetizer, main course  <b>Key grammar</b> The use of would and could	Handout Pictures Recording	<b>Presentation</b> <ul style="list-style-type: none"> <li>• Students answer questions based on the picture</li> <li>• Students match pictures with the right words</li> <li>• Students study dialogues and answer questions based on the dialogues</li> <li>• Students listen to recording and numbering pictures</li> <li>• Students match words and their explanations related to the topic</li> <li>• Students place foods based on their type to a table (appetizer, main course, dessert, drink)</li> <li>• Students study the expressions from teacher's explanation and handout provided</li> </ul>	Practice stage: Performing dialogue  Production: playing the game



			<p>refusing an offer in a restaurant</p> <ul style="list-style-type: none"> <li>• students are able to practice the dialogue contains the expression of offering and accepting/ refusing an offer in a restaurant</li> <li>• Students are able to perform a conversation contains the expression of offering and accepting/ refusing an offer in a restaurant</li> </ul>		<p><b>Key expressions</b></p> <p><b>Offering</b> Would you like to drink Sir? Would you like to eat Ma'am?</p> <p><b>Accepting an offer</b> Yes. I'd like a hamburger please Yes, I'd love a cup of coffee</p> <p><b>Refusing an offer</b> No thanks Not for me thanks</p>		<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Students arrange a jumbled dialogue related to the topic</li> <li>• Students answer questions related to the topic using the right expressions of handling guests and ordering</li> <li>• Students make conversations based on the draft given</li> <li>• Students make a dialogue based on the pictures</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Students play In the Restaurant Game</li> </ul>	
Cycle 2 4 <sup>th</sup> -5 <sup>th</sup> meeting	2. berkomunikasi dengan bahasa Inggris elementary level	2.3 merincikan tugas pekerjaan dan latar belakang pendidikan yang dimiliki seorang profesional	<ul style="list-style-type: none"> <li>• Students are able to identify some occupations based on the pictures</li> <li>• students are able to identify job descriptions of some occupations</li> <li>• students are able to identify the expressions of asking and giving information about job description</li> <li>• students are able to</li> </ul>	Jobs	<p><b>Language function</b> <b>Language focus</b> <b>Key vocabularies</b> Asking and giving information about job descriptions</p> <p><b>Key grammar</b> Present tense <b>Key expressions</b> Asking someone's job descriptions Could you tell me what your duties are? What are your duties?</p>	Handout Pictures Recording	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• students answer questions based on the picture</li> <li>• students pronounce difficult words related to the topic</li> <li>• students match pictures with the right words</li> <li>• students match job descriptions with the right occupations</li> <li>• students listen to teacher explanations about job descriptions and Yes/ no questions</li> </ul>	

			<p>say descriptions of some occupations based on the pictures</p> <ul style="list-style-type: none"> <li>• students are able to make a dialogue containing the expressions of asking and giving job descriptions based on the draft given</li> <li>• students are able to practice the dialogue orally</li> <li>• students are able to perform a conversation containing the expressions of asking and giving job descriptions</li> </ul>		<p>What do you have to do?</p> <p>Giving job descriptions I receive guests and incoming calls My duties are to offer the menu and take order I have to make financial reports</p>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• students do a task related to Yes/ No questions</li> <li>• students listen to a recording and numbering pictures</li> <li>• students fill job descriptions of some occupations</li> <li>• students complete dialogue related to the topic with the expressions they have learned</li> <li>• students fill blank bubble with the right expressions they have learned related to the topic</li> <li>• students play 20 Questions game</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• students play survey game</li> </ul>	
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## APPENDIX 4 LESSON PLAN

## LESSON PLAN

**School** : SMK YPPN Sleman

**Subject** : Bahasa Inggris

**Grade/ semester** : XI/ 1

**Division** : Automotive

**Topics** : Spending Free Time

**Skill** : Speaking

**Time allocation** : 3 x 45 minutes

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### A. Standard of Competency

2. berkomunikasi dengan bahasa Inggris setaraf dengan elementary level.

### B. Basic Competency

2.1 memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli.

### C. Objectives

Students are able to ask and give personal information about activities to spend free time.

### D. Indicators

- Students are able to use expressions for asking and giving personal information about spending free time.
- Students are able to identify the use of gerund to ask and tell personal information about spending free time.
- Students are able to practice dialogues that related to the topic.
- Students are able to make dialogue about the topic based on the pictures given

- Students are able to practice conversation about asking and giving personal information about spending free time.
- Students are able to perform conversation using the expressions of asking and giving personal information about spending free time.

### E. Learning Materials

- **Vocabulary related to the topic:**

1. **Activities** : swimming, jogging, biking, dancing, painting, singing, playing football, playing guitar, collecting stamps, hiking, gardening.

### F. Teaching Method

PPP

### G. Teaching and Learning Activities

1. **Opening (5 menit)**

- Teacher greets the students
- Teacher leads to pray
- Teacher calls the roll
- Teacher asks students conditions
- Teacher asks about previous lesson
- Teacher tells students about the lesson for the day

2. **Learning activities**

#### Presentation

- Students are asked to tell their activities on free time.
- Students answer questions based on the picture.
- Students find and share some vocabularies related to the activities they like based on the pictures
- Students are asked to discuss the dialogues given
- Students practice the dialogues on their seat
- Students identify the expressions of asking and giving personal information about spending free time.
- Students ask the teacher about the expressions used in asking and giving personal information about spending free time.

#### Practice

- Students respond orally task 4 related to the expressions they have learned.

- Students do a task about gerund and answer the question orally.
- Students practice to pronounce difficult words related to the topic.
- Students listen and answer the questions based on the audio.
- Students arrange a jumbled dialogue and practice it.
- Students make dialogue related to the topic based on the situations given
- Some students perform the dialogue
- The whole class practice the dialogue on their seats

### **Production**

- Students are introduced to a game related to the topic
- Students listened to teacher's explanation about the rules of the game
- Students play the game
- Teacher observes and gives feedback to the students

### **3. Closing**

- Students and teacher summarize the lesson
- Teacher tells the material for the next meeting
- Teacher leads prayer
- Teacher says goodbye

### **H. Learning Sources/ Media**

1. Handout
2. Related pictures
3. Word games with English 2
4. Function in English

### **I. Assessment**

1. Technique: perform conversation
2. Instruments  
Spekaing Rubric
3. Guideline assessment  
4x5=20  
(pronunciation+fluency+grammar+vocabulary)x5=20

Yogyakarta, August 2013

English Teacher,

Student,

Ms. Fatimah

Hani Klafrina

Spending Free Time

Task 1

Look at the picture and answer the questions.

- 1. What is the girl doing in the picture?
- 2. When do they usually do the activity?
- 3. Do you like the activity in the picture?
- 4. What do you like to do on your free time?



Task 2

Look at this busy scene in the country. What are people doing?  
Answer with TRUE or FALSE.



For example:	True	False		True	False
1. Someone's reading.	X		11. Someone's crying.		
2. Someone's swimming.		X	12. Someone's shaving.		
3. Someone's driving.			13. Someone's hurrying.		
4. Someone's climbing.			14. Someone's laughing.		
5. Someone's drinking.			15. Someone's hiding.		
6. Someone's riding.			16. Someone's standing.		
7. Someone's resting.			17. Someone's leaving.		
8. Someone's fighting.			18. Someone's shooting.		
9. Someone's jumping.			19. Someone's watching.		
10. Someone's sewing.			20. Someone's running.		



### Task 3

Work in pairs and underline the expressions of asking hobby/

1. Kim : Winda, what do you do in spending your spare time?  
 Winda : I like jogging in the park  
 Kim : I'm keen on jogging too  
 Winda : Really? Let us jogging together next Sunday  
 Kim : Great
2. Murni : Hengki, what is your favorite activity on weekend?  
 Hengki : Playing football anytime. What is yours?  
 Murni : I usually go swimming.  
 Hengki : I like swimming too.  
 Murni : We can go swimming together next time.

- Expressions:

Asking preferences	Telling preferences
1. What do you like doing in your free time?	1. I usually do .....
2. Do you like ....?	2. Yes. I do/ No. I don't/
3. How you spend your weekend?	3. I do ..... on the weekend
4. What do you do in your free time?	4. I like ..... in free time

### Task 4

What do you say?

1. ....	I like jogging	2. ....	I usually read comics
What do you like to do on	.....	Do you like fishing on holiday?	4. ....

- Grammar Focus:  
Gerund

Gerund is a word derived from a verb which is used as a noun.

**The use of gerund:**

- a. As subject: it is in the beginning of a sentence.  
*Playing* tennis is my hobby
- b. As complement : it usually comes after auxiliary (is, are, do, does)  
His favorite activity is *biking*
- c. As direct object : it usually comes after verb (like, enjoy, avoid, regret, etc)  
They like *singing*
- d. As indirect object : it comes after preposition (at, on, in)  
She is good at *cooking*

Some verbs commonly followed by gerunds:

<b>Stop</b>	Enjoy	Miss
<b>Avoid</b>	Remember	Imagine
<b>Need</b>	Regret	Suggest
<b>Finish</b>	Delay	Like

**Task 5**

**Fill the blanks with gerunds made from the words in brackets**

1. Try to avoid ..... (make) your parent angry
2. Tell him to stop ..... (play) guitar. It is late at night
3. I don't mind you ..... (sleep) in this room
4. Before .....(start) the lesson, we need to pray to god.
5. Can you imagine .....(live)with people who never stop cheating?
6. He has persuaded me to continue .....(make) an effort to do the job better
7. Have finished .....(answer) the questions?
8. I hate ..... (waste) my money. I want to spend it carefully
9. His main interest is ..... (help) poor people. That's why everyone likes him.

### Task 6

Find the meaning of these words and pronounce them.

<b>Dive</b> /da v/		<b>Usually</b> / ju . u. .li/	
<b>Even</b> / i .v n/		<b>Weekend</b> / wi k end/	
<b>Brother</b> / br ð. r/		<b>Spend</b> /spend/	
<b>Sunday</b> / s n.de /		<b>Spare</b> /spe r/	

### Task 7

Listen to the audio and give number to the pictures.



### Task 8

Arrange the dialogue into a good order.

1. Thomas : Do you have any favorite activities on Sunday?
2. Vestry : so, what do you like to do in spending your free time?
3. Thomas : Good, I can't dive; I'm even a bad swimmer.
4. Vestry : Of course, I like diving a lot.
5. Thomas : I usually go for Jogging with my brother.

### Task 9

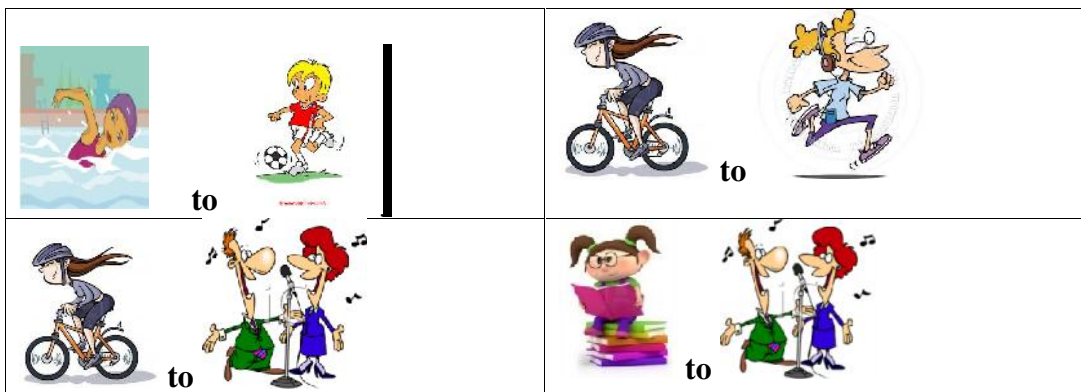
Work in pairs, choose 2 pictures and make a short dialogue using them contain preferences expressions.

Example:

A : What do you like to do on Sunday?

B : I like **swimming**. How about you?

A : I usually go for **playing football** on Sunday.



## SPENDING FREE TIME

### Task 1

1. Reading
2. In her free time
3. Yes I do.
4. Biking

### Task 2

1. T	5.F	9.T	13.F	17. F
2. F	6. F	10.T	14.F	18. T
3. F	7. T	11.T	15.T	19. T
4. T	8. T	12.F	16. T	20. F

### Task 3

1. Kim : Winda, what do you do in spending your spare time?  
Winda : I like jogging in the park  
Kim : I'm keen on jogging too  
Winda : Really? Let us jogging together next Sunday  
Kim : Great
  
2. Murni : Hengki, what is your favorite activity on weekend?  
Hengki : Playing football anytime. What is yours?  
Murni : I usually go swimming.  
Hengki : I like swimming too.  
Murni : We can go swimming together next time.

### Task 4

1. What do you like to do in spending your free itme?\

2. What do you usually do on Sunday?

3. I like swimming on the weekend

4. No. I don't. I like jogging.

### Task 5

1. making

2. playing

3. sleeping

4. starting

5. living

6. making

7. answering

8. wasting

9. helping

### Task 6

Menyelam	Biasanya
Bahkan	Akhir pecan
Saudaralakilaki	Menghabiskan
Minggu	Luang

### Task 7

1	3	5	2	4
---	---	---	---	---

### Task 8

1 4 3 2 1

## LESSON PLAN

<b>School</b>	<b>: SMK YPPN Sleman</b>
<b>Subject</b>	<b>: Bahasa Inggris</b>
<b>Grade/ semester</b>	<b>: XI/ 1</b>
<b>Division</b>	<b>: Automotive</b>
<b>Topics</b>	<b>: Restaurant</b>
<b>Skill</b>	<b>: Speaking</b>
<b>Time allocation</b>	<b>: 3 x 45 minutes</b>

### B. Standard of Competency

2. berkomunikasi dengan bahasa Inggris setaraf dengan elementary level.

### B. Basic Competency

2.1 memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli.

### C. Objectives

Students are able to offer and accept/ refuse an offer in a restaurant.

### D. Indicators

1. students are able to identify the vocabularies related to the topic
2. students are able to identify the expressions of offering and accepting/ refusing an offer in a restaurant

3. students are able to arrange a good conversation contain the expressions of offering and accepting/ refusing an offer in a restaurant
4. students are able to make a dialogue contain the expression of offering and accepting/ refusing an offer in a restaurant
5. students are able to practice the dialogue contains the expression of offering and accepting/ refusing an offer in a restaurant
6. students are able to perform a conversation contains the expression of offering and accepting/ refusing an offer in a restaurant

### **E. Learning Materials**

1. Vocabularies  
Food, beverages, dessert, appetizer, main course,
2. Grammar;  
The use of modals (would and could)
3. Expressions of offering, accepting/ refusing an offer

### **F. Teaching Method**

PPP

### **G. Teaching and Learning Activities**

#### **4. Opening (5 menit)**

- Teacher greets the students
- Teacher calls the roll
- Teacher asks students conditions
- Teacher asks about previous lesson
- Teacher tells students about the lesson for the day

#### **5. Learning activities**

##### **Presentation**

- Students answer questions based on the picture
- Students match pictures with the right words
- Students study dialogues and answer questions based on the dialogues
- Students listen to recording and numbering pictures
- Students match words and their explanations related to the topic
- Students place foods based on their type to a table (appetizer, main course, dessert, drink)
- Students study the expressions from teacher's explanation and handout provided



### Practice

- Students arrange a jumbled dialogue related to the topic
- Students answer questions related to the topic using the right expressions of handling guests and ordering
- Students make conversations based on the draft given
- Students make a dialogue based on the pictures

### Production

- students are introduced to In the Restaurant Game
- students listen to teacher's explanations about the rules of the game
- students play the game
- teacher observes and gives feedback

### 6. Closing

- Students and teacher summarize the lesson
- Teacher tells the material for the next meeting
- Teacher says goodbye

### H. Learning Sources/ Media

5. Handout
6. Related pictures
7. Effective communication
8. English Grammar in Use
9. Word games with English 2
10. Function in English

### I. Assessment

4. Technique: perform dialog and playing a game
5. Instruments  
SpeKINGrUBRIK
6. Guideline assessment  
4x5=20  
(pronunciation+fluency+grammar+vocabulary)x5=20

Yogyakarta, August  
2013

English Teacher,

Student,

Ms. Fatimah

Hani Klafrina

**RESTAURANT**

**Task 1**












See the picture and answer the questions below.

- 1. Where is the setting of the picture?
- 2. What do the people do in the picture?
- 3. What does the woman say?
- 4. Have you ever to come to a restaurant?
- 5. What do you say to the waiter?



**Task 2**

Write the right name for each food and drink.

Coffee    Soup Salad Noodle Rice    Pizza Tart    pudding Juice Ice Cream Burger			
			
			

**Task 3**

**Study this following dialogue and answer the questions.**

Timmy: May I take your order Ma'am?

Susan : Yes, please. I'd like a glass of mango juice.

Timmy: And what do you like to eat?

Susan : I will have fried rice.

Timmy: All right. What would you like for dessert?

Susan : A bowl of strawberry ice cream please.

Timmy: Would you like anything else?

Susan : No thanks.

**Questions:**

1. Where does the dialogue take place?
2. Who is the Susan?
3. Who is Timmy?
4. What does Timmy say to offer food?
5. What does Susan say to accept order?

**Task 4**

**Here are 4 conversations listen to them and give number for the picture based on the conversation.**



**Task 5**

**Here are some terms related to restaurant. Match the words with the correct meanings.**

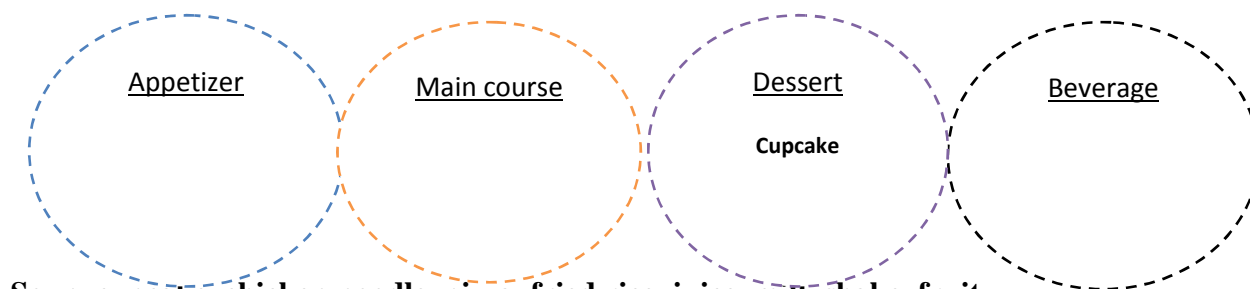
1. A big number of food eaten in the middle of dessert and appetizer

a. Food

2. Things that people eat	b. Dessert
3. Ask for goods or services to be supplied	c. Beverage
4. Sweet food eaten at the end of the meals	d. Main course
5. Any kind of drink except water	e. Appetizer
6. Any small amount of food that you eat before a meal	f. Order

### Task 6

Place these words into their groups. See the example.



Soup, ~~cupcake~~, chicken noodle, pizza, fried rice, juice, milk shake, fruit salad, a cheese cake, vegetable salad, ice tea, cheese cake, chicken steak

### Task 7

Find the meaning of each word and complete the blanks.

Words	Meanings	Words	Meaning
A slice of		A plate of	
A glass of		A bowl of	
A cup of		A bottle of	

### Task 8

Study these following expressions.

<b>Ordering</b> I'd like a cup of coffee I will have a plate of chicken noodle Can I have a fruit salad please	<b>Offering</b> May I take your order please? Would you like to drink? What would you like to eat? what do you like to drink? Do you want anything else?
<b>Accepting an offer</b>	<b>Refusing an offer</b>

Yes please, I will have a cup of coffee Yes, I'd like to have fruit salad Yes, I'd like h=to have a bowl of ice cream	No thanks Not for me. Thanks That's all
-----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------

**Task 8**

**Complete the dialogue below.**

Velma : 1)..... a cup of tea please?

Shaggy: Yes Miss. 2)..... to eat?

Velma : I'd like a cheese burger.

Shaggy: All right, 3).....anything else?

Velma : 4)....., a chicken soup for the appetizer please.

Shaggy: Sure.

**Task 9**

**What do they say? Fill the bubbles with the appropriate expressions**

<div>May I take your order please?</div> <div>1..... ..... ....</div>	<div>Would you like to eat?</div> <div>2..... .....</div>
<div>3..... ..... .....</div> <div>I will have a glass of orange juice please</div>	<div>4..... ..... .....</div> <div>No thanks. That's all</div>

**Task 10**

**N pairs arrange this jumbled dialogue in to a good order and act it out with your partner.**

1. Waiter : Would you like anything to drink?
2. Customer : Yes. I'd like a hamburger and a large order of crisp, please.
3. Waiter : Yes, Sir. And would you like anything else?
4. Customer : Yes, I'll have a fruit salad.
5. Waiter : All right. What would you like for dessert?
6. Customer : Yes, I'd like a large fresh coke please.
7. Waiter : May I take your order please?
8. Customer : No. thanks, that all.

## RESTAURANT

### Task 1

1. restaurant
2. offering menu and ordering
3. can I have a cup of tea?
4. yes I have
5. can I order now?

### Task 2

	Chicken noodle	Salad	Ice cream
Juice	Burger	Soup	Cake
Fried rice	Coffe	Pizza	Pudding

### Task 3

1. in a café or restaurant
2. a customer
3. a waiter
4. what do you like to eat?
5. I will have a fried rice

### Task 4

5 3 1 4 2

### Task 5

1. d    2.a    3.f    4.b    5.c    6.e

### Task 6

Appetizer: soup, fruit salad, vegetable salad,

Main course: chicken noodle, pizza, fried rie, chicken steak

Dessert: a cheese cake, cupcake

Beverage: juice, milkshake, ice tea.

### Task 7

Sepotong	Sepiring
Segeas	Semangkuk
Secangkir	Sebotol

### Task 8

1. can I have
2. do you like anything
3. do you want
4. yes

### Task 9

1. yes, I'd like a glass of juice
2. no thanks
3. do you like anything to drink?
4. do you want anything else?

### Task 10

7 2 5 4 1 6 3 8



## LESSON PLAN

**School** : SMK YPPN Sleman

**Subject** : Bahasa Inggris

**Grade/ semester** : XI/ 1

**Division** : Automotive

**Topics** : Jobs

**Skill** : Speaking

**Time allocation** : 3 x 45 minutes

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### A. Standard of Competency

2. berkomunikasi dengan bahasa Inggris setaraf dengan elementary level.

### B. Basic Competency

2.3 merincitugaspekerjaandanlatarbelakangpendidikan yang dimiliki yasecaralisandantulisan

### C. Objectives

Students are able to describe the tasks of jobs

### D. Indicators

- Students are able to identify some occupations based on the pictures
- students are able to identify job descriptions of some occupations
- students are able to identify the expressions of asking and giving information about job description

- students are able to say descriptions of some occupations based on the pictures
- students are able to make a dialogue containing the expressions of asking and giving job descriptions based on the draft given
- students are able to practice the dialogue orally
- students are able to perform a conversation containing the expressions of asking and giving job descriptions

### E. Learning Materials

1. **vocabulary**
2. **grammar**
3. **expressions**

### F. Teaching Method

PPP

### G. Teaching and Learning Activities

#### 1. Opening (5 menit)

- Teacher greets the students
- Teacher calls the roll
- Teacher asks students conditions
- Teacher asks about previous lesson
- Teacher tells students about the lesson for the day

#### 2. Learning activities

##### Presentation

- students answer questions based on the picture
- students pronounce difficult words related to the topic
- students match pictures with the right words
- students match job descriptions with the right occupations
- students listen to teacher explanations about job descriptions and Yes/ no questions

##### Practice

- students do a task related to Yes/ No questions
- students listen to a recording and numbering pictures
- students fill job descriptions of some occupations
- students complete dialogue related to the topic with the expressions they have learned

- students fill blank bubble with the right expressions they have learned related to the topic
- students play 20 Questions game

### **Production**

- students are introduced to Survey game
- students listen to teacher explanation about the rules of the game
- students play the game
- teacher observes and give feedback

### **3. Closing**

- Students and teacher summarize the lesson
- Teacher tells the material for the next meeting
- Teacher says goodbye

### **H. Learning Sources/ Media**

1. Handout
2. Related pictures
3. Effective communication
4. English Grammar in Use
5. Word games with English 2
6. Function in English

### **I. Assessment**

1. Technique: perform dialog and playing a game
2. Instruments  
Speaking Rubric
3. Guideline assessment  
4x5=20  
(pronunciation+fluency+grammar+vocabulary)x5=20

Yogyakarta,     August  
2013

English Teacher,

Student,

Ms. Fatimah

Hani Klafrina

**JOBS**

**TASK 1**

Study the picture below and answer the questions with your classmates

- 1. What is she?
- 2. What is she doing?
- 3. What is her duty?
- 4. What educational background does she need for the job?



**TASK 2**

Find the meaning of these words and try to pronounce them correctly

Words	Meaning	Words	Meaning	Words	Meaning
Lecturer/lek.tər		Patient/peɪ.ənt		Entertain/en.tə'teɪn	
Government/gəv.n.mənt/		Treat/tri:t/		Shave/ʃeɪv/	
Repair/rɪ'peə/		Servant/sɜ:v.ənt/		Civil/sɪv.əl/	

**TASK 3**

Choose the right words in the brackets for each picture

Pilot   waiter   chef   driver  
teacher   Singer   doctor   dancer






See the pictures again and identify their educational background.

**TASK 4**

Match the occupations and the job descriptions.

1. Journalist	a. Teaching students in a school
2. Electrician	b. Teaching university students
3. Teacher	c. Working in a garden
4. Chef	d. Working for the government
5. Dentist	e. Cutting and shaving hair
6. photographer	f. Taking pictures
7. Dancer	g. Preparing food
8. Tour guide	h. Treating patient's teeth
9. Farmer	i. Guiding groups of tourist
10. Lecturer	j. Repairing and operating electrical equipment
11. Gardener	k. Writing for a newspaper
12. Barber	l. Entertaining people with dance
13. Civil servant	m. Working in a farm

**TASK 5****Put a cross (X) for the right characteristics.**

							
Works at vocational school	X	Offers the menu		Work in a car or truck		Offers the menu	
Wears uniform		Cooks for the customers		Wear a uniform		Cook for the customers	
Works on Sunday		Delivers a package		Sometimes he delivers packages		Usually wears white clothes	
Receives guests		Wears uniform		Works everyday		Wears big hat	

**Yes/ No Questions**

Yes/ no questions are the simplest questions. They can be simply answered by yes or no

**Examples:**

1. Ani : Are you a musician?

Andi : Yes, I am.

2. Ani : Do you work in a studio?

Andi : Yes. I do.

Study the table below:

A.

Am		Noun	
Is	Subject	Adjective	?
Are		Adjective of place	

**Examples:**

1.
  - Statement: Anggun is a singer  
S N
  - Question: is Anggun a singer?  
S N
2.
  - Statement: Anggun is beautiful  
S Adj
  - Question: is Anggun beautiful?  
S Adj
3.
  - Statement: Anggun is in the studio  
S Adj of P
  - Question: is Anggun in the studio?  
S Adj of P

B.

Do Does Did	Subject	Verb	?
-------------------	---------	------	---

**Examples:**

1.
  - Statement: I wear uniform
  - Question: do I wear uniform?
2.
  - Statement: She cooks in the kitchen
  - Question: Does she cook in the kitchen?
3.
  - Statement: Andi worked in the office
  - Question: did Adi work in the office?

**Task 6****Change these statements in to questions.**

1. Sinta is very pretty.  
*Is sinta very pretty?*
2. Tomi repairs the car's engine.
3. The market is too crowded.
4. Seila receives the phone calls
5. I teach in a vocational high school.

6. Dika treats patients' teeth.
7. My uncle works in the farm.
8. He drove the car in the city.
9. I cook for people in the restaurant.
10. People pay for their haircut.
11. I know a lot of university students.

### TASK 7

Listen to the recordings and give number to the pictures.



### TASK 8

Study the following dialogue. Identify the expressions in bold.

- Kim : Good afternoon, are you Ron?  
 Ron : Good morning, yes, that's me  
 Kim : You apply for Manager position. **What is your educational background?**  
 Ron : Yes. **I have a master degree in Economics**  
 Kim : I see. **What is your previous job?**  
 Ron : **I'm an accountant. I make financial reports for my previous office.**  
 Kim : Okay, we will call you for the result of the interview,  
 Ron : Thank you

Study the following expressions

<b>Asking about educational back ground:</b> What is your educational background? Where did you graduate from? Where do you study? What is your major?	<b>Telling about educational back ground :</b> I graduated from .... I study in ..... My major is .... I have degree in .....
<b>Asking about job descriptions:</b> What are your duties? What is your responsibility? What is your task? What do you have to do?	<b>Telling about job descriptions:</b> I receive guests and incoming call My duty is to offer the menu My task is to repair car's engine I have to make financial report

### TASK 9

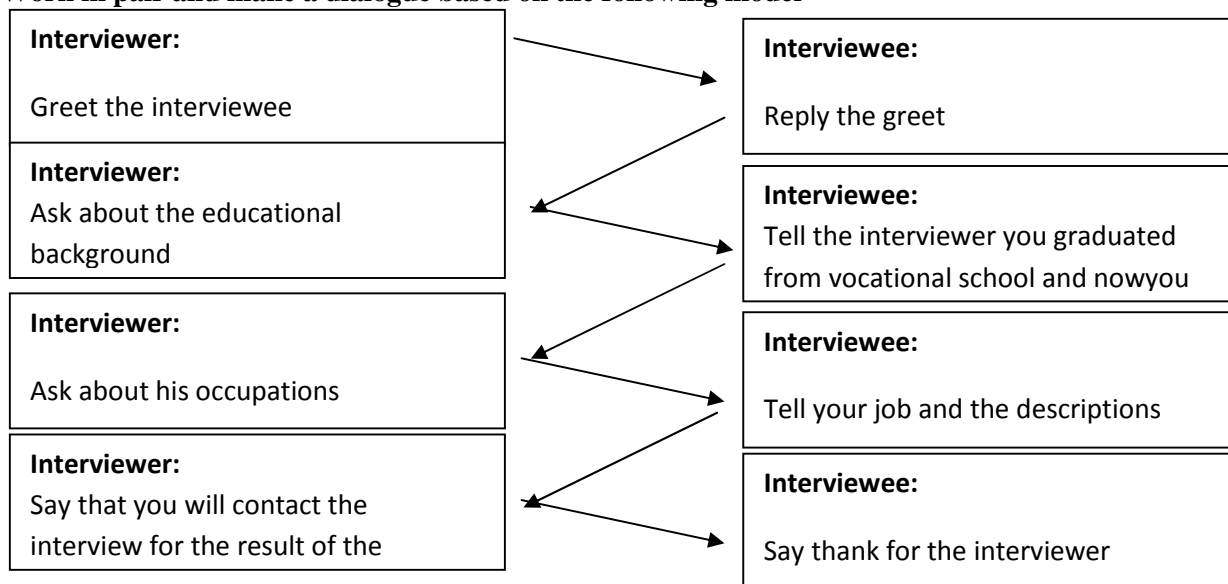
**Complete the dialogue then practice it with your friends. use the words in the bracket**

What is your previous job?	Good morning	accountant
Interview	thank you	what is your degree?

Sarah : 1. ...., how are you?  
 Tomi : Good morning, I'm fine  
 Sarah : So, 2.....  
 Tomi : I'm an 3....., I make financial reports  
 Sarah : Good. 4.....  
 Tomi : I have a degree in Economics  
 Sarah : Actually we need a person that study Math. But I'll call you for the result of the 5.....  
 Tomi : No problem, 6.....

#### **TASK 10**

**Work in pair and make a dialogue based on the following model**





## JOBS

### TASK 1

1. stewardess
2. offering something
3. offering help to the passengers
5. flight academy

### TASK 2

Dosen	Pasien	Menghibur
Pemerintah	Merawat	Berbagi
memperbaiki	Pelayan	Sipil

### TASK 3

Waiter – any school	Singer – any school	Chef – cooking academy	Driver – driving school
Teacher – education degree	Dancer – dance course or school	Pilot – flight academy	Doctor – medical school

### TASK 4

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.

### TASK 5

|         |        |        |      |
|---------|--------|--------|------|
| Teacher | Waiter | Driver | Chef |
| X       | X      | X      |      |
| X       |        | X      | X    |
|         |        | X      | X    |
|         | X      | x      | x    |

**TASK 6**

2. Does Tommy repair the car's engine?
3. Is the market too crowded?
4. Does Sheila receive the phono call?
5. Do I teach in a vocational high school?
6. Does Dika treat the patient's teeth?
7. Does my uncle work in the farm?
8. Did he drive the car in the city?
9. Do I cook for people in the restaurant?
10. Do people pay for their hair cut?
11. Do I know a lot of university student?

**TASK 7**

5 2 1 3 4

**TASK 8**

Expressions of asking and telling educational background, asking and telling job descriptions.

**ASK 9**

1. good morning.
2. what is your previous job?
3. accountant
4. what is your degree?
5. interview
6. thank you

## LESSON PLAN

|                        |                                    |
|------------------------|------------------------------------|
| <b>School</b>          | <b>: SMK YPPN Sleman</b>           |
| <b>Subject</b>         | <b>: Bahasa Inggris</b>            |
| <b>Grade/ semester</b> | <b>: XI/ 1</b>                     |
| <b>Division</b>        | <b>: Automotive</b>                |
| <b>Topics</b>          | <b>: Asking and Giving Opinion</b> |
| <b>Skill</b>           | <b>: Speaking</b>                  |
| <b>Time allocation</b> | <b>: 3 x 45 minutes</b>            |

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### B. Standard of Competency

- berkomunikasi dengan bahasa Inggris setaraf dengan elementary level.

### B. Basic Competency

- 2.5 mengungkapkan berbagai macam maksud hati.

### C. Objectives

Students are able to ask and give opinions in English with appropriate expressions.

### D. Indicators

- Students are able to identify the vocabularies related to the topic
- Students are able to identify the expressions of asking and giving opinions.

3. Students are able to arrange a good conversation contain the expressions of asking and giving opinion.
4. Students are able to make a dialogue contain the expression of asking and giving opinion.
5. Students are able to practice the dialogue contains the expression of asking and giving opinions.
6. Students are able to perform a conversation contains the expression of asking and giving opinions.

#### **E. Learning Materials**

1. Vocabularies  
Physical appearances and personalities.
2. Grammar;  
Asking opinions  
Giving opinions
3. Expressions of asking and giving opinions.

#### **F. Teaching Method**

PPP

#### **G. Teaching and Learning Activities**

4. **Opening (5 menit)**
  - Teacher greets the students
  - Teacher calls the roll
  - Teacher asks students conditions
  - Teacher asks about previous lesson
  - Teacher tells students about the lesson for the day

#### **5. Learning activities**

##### **Presentation**

- Students answer questions based on the picture
- Students listen to a recording about famous people
- Students say the answers of the questions based on the recording.
- Students say their opinions about some pictures of famous people.
- Students match pictures with words about physical appearances and personalities
- Students ask questions about teacher explanations of physical appearances and personalities.

##### **Practice**

- Students identify expressions to ask and give opinions
- Students practice to pronounce some words related to the topic
- Students study the patterns to ask and giving opinions
- Students say their opinion about some pictures
- Students arrange a dialogue into a good order
- Students practice the dialogues\
- Students make a conversations contain the expressions of asking and giving opinions
- Students perform the dialogues they have made

### **Production**

- students play Famous People game

### **6. Closing**

- Students and teacher summarize the lesson
- Teacher tells the material for the next meeting
- Teacher says goodbye

### **H. Learning Sources/ Media**

7. Handout
8. Related pictures
9. English Grammar in Use
10. Word games with English 2
11. Function in English

### **I. Assessment**

4. Technique: perform dialog and playing a game
5. Instruments : Speaking rubric
6. Guideline assessment  
4x5=20  
(pronunciation+fluency+grammar+vocabulary)x5=20

Yogyakarta, August 2013

English Teacher,

Student,

Ms. Fatimah

Hani Klafrina

## FAMOUS PEOPLE

### Task 1

**Look at the picture and answer the question.**

1. Who is in the picture?
2. What do you think about him?
3. What expressions do you use to give your opinions?



### Task 2

**Listen to the audio and give number to the pictures.**



### Task 3

**What do you think about each person?**

|              |          |       |        |       |      |
|--------------|----------|-------|--------|-------|------|
| Good looking | kind     | smart | pretty | funny | tall |
| brave        | arrogant |       |        |       |      |

|        |     |          |        |
|--------|-----|----------|--------|
| Jokowi | SBY | Mr. Bean | Nunung |
|--------|-----|----------|--------|



**Task 4**

**Find the opposites of these words.**

|             |       |               |       |
|-------------|-------|---------------|-------|
| Kind<br>x   | ..... | Arrogant<br>x | ..... |
| honest<br>x | ..... | Funny<br>x    | ..... |
| Pretty<br>x | ..... | Smart<br>x    | ..... |
| Short<br>x  | ..... | Brave<br>x    | ..... |

**Task 5**

**Find the meaning and pronounce the words.**

| Words              | Meaning | Words                         | Meaning |
|--------------------|---------|-------------------------------|---------|
| Honest / ɒ n . st/ |         | Match /mæt /                  |         |
| Famous/ fe .mə s/  |         | Great /gre t/                 |         |
| Concert/ k n.s t/  |         | Entertainer<br>/en.tə te .nə/ |         |
| Watch /w t /       |         | Same /se m/                   |         |

### Task 6

Study the underlined words then practice the dialogue.

Michael : I watched Hitam Putih last night, I saw Zaskia there.

Marylyn : Did you? I like her.

Michael : What do you feel about Zaskia's rumor?

Marylyn : I feel it is very bad for her.

Michael : Yes, I think she will find someone better soon.




Marylyn : Let's see.

Study the expressions.

| Asking opinions               | Giving opinions     |
|-------------------------------|---------------------|
| What is your opinion....?     | In my opinion ..... |
| What do you think about ....? | I think .....       |
| What do you feel about ...?   | I feel.....         |
| Do you think Agnes is pretty? | If you ask me.....  |

### Task 7

What is your opinion for each picture?

|                                                                                                                                                      |                                                                                                                                                    |                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Parto</b><br><br>What do you think about her?<br>I think ..... | <b>Afgan</b><br><br>What do you feel about him?<br>I feel ..... | <b>Fatin</b><br><br>Do you feel she is pretty?<br>..... |
| <b>Tukul</b>                                                                                                                                         | <b>Zaskia</b>                                                                                                                                      | <b>Raffi</b>                                                                                                                                 |



|                                                                                                                                                 |                                                                                                                                             |                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>.....<br/>.....?</p> <p><b>I think he is not funny</b></p> |  <p>.....<br/>.....?</p> <p><b>I feel she is smart</b></p> |  <p>.....<br/>.....?</p> <p><b>No. I think he is not handsome</b></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

**Task 8**

**Arrange the dialogue into a good order.**

1. Harry : Ron, did you see Justin Bieber concert on TV last night?
2. Ron : I think he is cool too, but I like Michael Jackson.
3. Harry : I watched it. I think he is very cool.
4. Ron : No I don't. I watched football match.
5. Harry : I think He is a great dancer. What do you think?
6. Ron : Yes, I think he is a good dancer and singer.

**Task 9**

**Work in pairs and make a dialogue with the following topic.**

**Example:**

**SBY**

Kim : Do you think SBY is slim?

Joan : No. I think he is fat.

|            |               |                |              |             |
|------------|---------------|----------------|--------------|-------------|
| <b>SBY</b> | <b>Jokowi</b> | <b>Kartini</b> | <b>Agnes</b> | <b>Olga</b> |
|------------|---------------|----------------|--------------|-------------|

### ASKING AND GIVING OPINION

#### Task 1

1. olga
2. unny
3. I think

#### Task 2

2 4 1 3 5

#### Task 3

|                                          |                               |                           |                 |
|------------------------------------------|-------------------------------|---------------------------|-----------------|
| Jokowi<br>Kind<br>Smart<br>Brave<br>Tall | SBY<br>Kind<br>Smart<br>brave | Mr. Bean<br>Funny<br>tall | Nunung<br>Funny |
|------------------------------------------|-------------------------------|---------------------------|-----------------|

#### Task 4

|      |           |
|------|-----------|
| bad  | Humble    |
| lie  | Not funny |
| Ugly | Stupid    |
| Tall | Coward    |

**Task 5**

|          |              |
|----------|--------------|
| Jujur    | Pertandingan |
| Terkenal | Bagus        |
| Konser   | Menghibur    |
| Menonton | Sama         |

**Task 7**

|                              |                                 |                              |
|------------------------------|---------------------------------|------------------------------|
| I think he is funny          | I feel he is handsome           | No I don't                   |
| What do you think about him? | What is your opinion about her? | Do you think he is handsome? |

**Task 8**

1 4 3 2 5

## APPENDIX 5

### COMMUNICATIVE GAMES

### Survey game















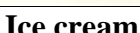

Ask your friends about their activities in free time by using the expressions you have learned.





| Friends name | Activities     |
|--------------|----------------|
| <i>Astra</i> | <i>Running</i> |
|              |                |
|              |                |
|              |                |
|              |                |
|              |                |









### In the Restaurant Game








Make a group of 3 and play In the Restaurant Game.

One person of each group will have the food and beverages cards and the other two will have the menu. Act as a waiter/ waitress and customers in a restaurant.

| Menu                                                                                                          |                                                                                                            |                                                                                                               |                                                                                                             |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Appetizer                                                                                                     |                                                                                                            | Main course                                                                                                   |                                                                                                             |
| <b>Corn soup</b><br>       | <b>Chicken soup</b><br> | <b>Pizza</b><br>          | <b>Burger</b><br>      |
| <b>Vegetable salad</b><br> | <b>Fruit salad</b><br>  | <b>Chicken noodle</b><br> | <b>Fried rice</b><br>  |
| Drinks                                                                                                        |                                                                                                            | Dessert                                                                                                       |                                                                                                             |
| <b>Tea</b><br>             | <b>Coffee</b><br>       | <b>Tart</b><br>           | <b>Pie</b><br>         |
| <b>Strawberry</b><br>      | <b>Orange juice</b><br> | <b>Ice cream</b><br>      | <b>Cheese cake</b><br> |

|                                                                                                   |  |                                                                                   |                                                                                    |                                                                                     |
|---------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>juice</b><br> |  |  |  |  |
|---------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

|                                                                                                              |                                                                                                      |                                                                                                            |                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Tea</b><br>            | <b>Coffee</b><br> | <b>Orange Juice</b><br> | <b>Strawberry juice</b><br> |
| <b>Chicken noodle</b><br> | <b>Pizza</b><br>  | <b>Fried rice</b><br>  | <b>Fruit salad</b><br>      |
| <b>Ice cram</b>                                                                                              | <b>Tart</b>                                                                                          | <b>Burger</b>                                                                                              | <b>Vegetable sa</b>                                                                                              |

|                                                                                                   |                                                                                   |                                                                                                |                                                                                                |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|                  |  |              | <br>lad     |
| Chicken soup<br> | Pie                                                                               | Corn soup<br> | Cupcake<br> |

20 Auestions Game

20 questions game

Rules

1. Choose 1 person to stand in front of the class
2. He/she will have a picture of occupation
3. Try to guess what it is by asking 20 yes/no questions
4. The person in the front only can answer by saying yes or no

|                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |   |  |
|  |  |  |

|                                                                                                                                                                                                                                                                            |                                                                                    |                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                            |                                                                                    |                                                                                     |
| <b>20 questions game</b><br><b>Rules</b><br>1. Choose 1 person to stand in front of the class<br>2. He/she will have a picture of occupation<br>3. Try to guess what it is by asking 20 yes/no questions<br>4. The person in the front only can answer by saying yes or no |  |  |

## Survey games

### Rules

1. Each person will get a picture with certain job
2. Think and try to describe the job of the picture you get
3. Go around and ask your friends about their occupations and job descriptions
4. Use the expressions you have learned to ask and give information
5. See the example









| Name  | Occupations   | Job descriptions                      |
|-------|---------------|---------------------------------------|
| Astra | Web developer | Develop websites to make them popular |
|       |               |                                       |
|       |               |                                       |
|       |               |                                       |
|       |               |                                       |
|       |               |                                       |



Famous People Game

Students A

Ask your friends' opinions


|                                                                                                                       |                                                                                                                      |                                                                                                               |                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <p>Agnes<br/>Short</p>             | <p>tukularwana<br/>not funny</p>  | <p>Jessica<br/>Smart</p>  | <p>Afgan<br/>Talkative</p>  |
| <p>Justin bieber<br/>Handsome</p>  | <p>Nunung<br/>Pretty</p>          | <p>Mulan<br/>Ugly</p>     | <p>Andre<br/>Fat</p>        |

| <b>Famous people</b> | <b>Friends with the same opinions</b> |
|----------------------|---------------------------------------|
| <b>Agnes</b>         |                                       |
| <b>Tukularwana</b>   |                                       |
| <b>Jessica</b>       |                                       |
| <b>Afgan</b>         |                                       |
| <b>Justin bieber</b> |                                       |
| <b>Nunung</b>        |                                       |
| <b>Mulan</b>         |                                       |
| <b>Andre</b>         |                                       |

### Students B

Ask your friends' opinions

|                                                                                                                        |                                                                                                                           |                                                                                                                          |                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Mr. Bean</b><br><b>smart</b><br> | <b>ZaskiaGotic</b><br><b>Funny</b><br> | <b>Raffi</b><br><b>Talkative</b><br> | <b>Jokowi</b><br><b>Brave</b><br> |
| <b>SBY</b><br><b>Kind</b><br>       | <b>Parto</b><br><b>Tall</b><br>        | <b>Fatin</b><br><b>Brave</b><br>     | <b>Olga</b><br><b>Slim</b><br>    |

|  |  |  |                                                                                     |
|--|--|--|-------------------------------------------------------------------------------------|
|  |  |  |  |
|--|--|--|-------------------------------------------------------------------------------------|

| Famous people | Friends with the same opinions |
|---------------|--------------------------------|
| Mr. Bean      |                                |
| Zaskiagotik   |                                |
| Raffi         |                                |
| Jokowi        |                                |
| Plga          |                                |
| Parto         |                                |
| Fatin         |                                |
| SBY           |                                |

APPENDIX 6 STUDENTS' SCORES  
AND SPEAKING RUBRIC

## Students score

## Cycle 1

| Student<br>s<br>number | Researcher's scores |         |         |         |         | Teacher's scores |         |         |         |         | mean |     |
|------------------------|---------------------|---------|---------|---------|---------|------------------|---------|---------|---------|---------|------|-----|
|                        | PR<br>N             | FL<br>C | VC<br>B | CM<br>P | RT<br>S | PR<br>N          | FL<br>C | VC<br>B | CM<br>P | TT<br>S |      |     |
| 1                      | -                   | -       | -       | -       | -       | -                | -       | -       | -       | -       |      |     |
| 2                      | 2                   | 2       | 2       | 2       | 8       | 2                | 2       | 2       | 2       | 8       | 8    |     |
| 3                      | 2                   | 1       | 2       | 2       | 7       | 2                | 2       | 2       | 2       | 8       | 7.5  |     |
| 4                      | 1                   | 1       | 2       | 1       | 5       | 2                | 1       | 1       | 1       | 5       | 5    |     |
| 5                      | 2                   | 2       | 2       | 2       | 8       | 2                | 1       | 2       | 2       | 7       | 7.5  |     |
| 6                      | 2                   | 2       | 2       | 2       | 8       | 3                | 2       | 2       | 2       | 9       | 8.5  |     |
| 7                      | 2                   | 2       | 2       | 2       | 8       | 2                | 2       | 2       | 2       | 8       | 8    |     |
| 8                      | -                   | -       | -       | -       | -       | -                | -       | -       | -       | -       | -    |     |
| 9                      | 1                   | 2       | 1       | 1       | 5       | 2                | 2       | 1       | 1       | 6       | 5.5  |     |
| 10                     | 2                   | 2       | 2       | 2       | 8       | 2                | 2       | 2       | 2       | 8       | 8    |     |
| 11                     | -                   | -       | -       | -       | -       | -                | -       | -       | -       | -       | -    |     |
| 12                     | 2                   | 1       | 2       | 1       | 6       | 2                | 2       | 1       | 1       | 6       | 6    |     |
| 13                     | 2                   | 1       | 2       | 1       | 6       | 2                | 1       | 2       | 1       | 6       | 6    |     |
| 14                     | 2                   | 2       | 2       | 1       | 7       | 2                | 2       | 2       | 2       | 8       | 7.5  |     |
| 15                     | 2                   | 1       | 2       | 1       | 6       | 2                | 1       | 2       | 1       | 6       | 6    |     |
| 16                     | 1                   | 2       | 2       | 1       | 6       | 2                | 2       | 1       | 1       | 6       | 6    |     |
| 17                     | 2                   | 1       | 2       | 1       | 6       | 2                | 2       | 2       | 1       | 7       | 6.5  |     |
| 18                     | -                   | -       | -       | -       | -       | -                | -       | -       | -       | -       | -    |     |
| 19                     | -                   | -       | -       | -       | -       | -                | -       | -       | -       | -       | -    |     |
| mean                   |                     |         |         |         | 6.7     | mean             |         |         |         |         | 7    | 6.9 |

PR: pronunciation

RTS: researcher total score

FL: fluency

TTS: English teacher total score

VC: vocabulkary

CM: comprehension

## Students score

## Cycle 2

| Student<br>s<br>number | Researcher's scores |         |         |         |         | Teacher's scores |         |         |         |         | mean  |           |
|------------------------|---------------------|---------|---------|---------|---------|------------------|---------|---------|---------|---------|-------|-----------|
|                        | PR<br>N             | FL<br>C | VC<br>B | CM<br>P | RT<br>S | PR<br>N          | FL<br>C | VC<br>B | CM<br>P | TT<br>S |       |           |
| 1                      | 3                   | 3       | 3       | 2       | 11      | 3                | 2       | 3       | 2       | 10      | 10. 5 |           |
| 2                      | 3                   | 3       | 3       | 3       | 12      | 3                | 3       | 3       | 3       | 12      | 12    |           |
| 3                      | 3                   | 3       | 2       | 2       | 10      | 3                | 3       | 2       | 2       | 10      | 10    |           |
| 4                      | 3                   | 2       | 2       | 2       | 9       | 3                | 2       | 2       | 2       | 9       | 9     |           |
| 5                      | 3                   | 2       | 3       | 2       | 10      | 3                | 3       | 2       | 2       | 10      | 10    |           |
| 6                      | 3                   | 3       | 3       | 3       | 12      | 3                | 3       | 3       | 3       | 12      | 12    |           |
| 7                      | 3                   | 3       | 3       | 3       | 11      | 3                | 3       | 3       | 3       | 11      | 11.   |           |
| 8                      | 3                   | 2       | 2       | 2       | 9       | 3                | 2       | 3       | 2       | 10      | 9. 5  |           |
| 9                      | 3                   | 2       | 3       | 3       | 11      | 3                | 3       | 3       | 2       | 11      | 11    |           |
| 10                     | 3                   | 3       | 3       | 2       | 11      | 3                | 3       | 2       | 3       | 11      | 11    |           |
| 11                     | 3                   | 2       | 2       | 3       | 10      | 3                | 2       | 3       | 2       | 10      | 10    |           |
| 12                     | 3                   | 3       | 2       | 3       | 11      | 3                | 3       | 3       | 2       | 11      | 11    |           |
| 13                     | 3                   | 2       | 3       | 2       | 10      | 3                | 2       | 2       | 3       | 10      | 10    |           |
| 14                     | 3                   | 3       | 2       | 2       | 10      | 3                | 3       | 3       | 2       | 11      | 10. 5 |           |
| 15                     | 3                   | 2       | 3       | 3       | 11      | 3                | 3       | 3       | 2       | 11      | 11    |           |
| 16                     | 3                   | 2       | 2       | 2       | 9       | 3                | 2       | 2       | 2       | 9       | 9     |           |
| 17                     | 3                   | 2       | 2       | 2       | 9       | 3                | 2       | 3       | 2       | 10      | 9. 5  |           |
| 18                     | 4                   | 3       | 3       | 2       | 12      | 3                | 3       | 3       | 3       | 12      | 12    |           |
| 19                     | 3                   | 2       | 3       | 2       | 10      | 3                | 2       | 3       | 2       | 10      | 10    |           |
| mean                   |                     |         |         |         | 10.4    | mean             |         |         |         |         | 10.5  | 10.4<br>5 |

PR: pronunciation

RTS: researcher total score

FL: fluency

TTS: English teacher total score

VC: vocabulkary

CM: comprehension

## Speaking \Rubric

| aspects                                                                                                                       | a range of score | score |
|-------------------------------------------------------------------------------------------------------------------------------|------------------|-------|
| Pronunciation<br>(Speaking with quite rare errors<br>pronunciations, good accent)                                             | very good        | 1     |
|                                                                                                                               | good             | 2     |
|                                                                                                                               | moderate         | 3     |
|                                                                                                                               | poor             | 4     |
|                                                                                                                               | very poor        | 5     |
| Fluency<br>(speaking at normal speed, without<br>hesitation, too many stops and<br>pauses, and one self-correction )          | very good        | 1     |
|                                                                                                                               | good             | 2     |
|                                                                                                                               | moderate         | 3     |
|                                                                                                                               | poor             | 4     |
|                                                                                                                               | very poor        | 5     |
| vocabulary<br>(rich of vocabulary, idioms either in<br>formal or informal conversations,<br>can understand the conversation ) | very good        | 1     |
|                                                                                                                               | good             | 2     |
|                                                                                                                               | moderate         | 3     |
|                                                                                                                               | poor             | 4     |
|                                                                                                                               | very poor        | 5     |
| comprehension<br>(understand any conversation<br>context without repetition, slowed<br>speech, or paraphrase)                 | very good        | 1     |
|                                                                                                                               | good             | 2     |
|                                                                                                                               | moderate         | 3     |
|                                                                                                                               | poor             | 4     |
|                                                                                                                               | very poor        | 5     |

(Brown: 2004, 172-173)

## APPENDIX 7 STUDENTS ATTENDANCE LIST



## ATTENDANCE LISTS

| No. | Nama              | P/L | Tanggal     |             |            |            |            |             |             |
|-----|-------------------|-----|-------------|-------------|------------|------------|------------|-------------|-------------|
|     |                   |     | 26-<br>8/13 | 30-<br>8/13 | 2-<br>9/13 | 6-<br>9/13 | 9-<br>9/13 | 13-<br>9/13 | 16-<br>9/13 |
| 1   | Ardi Kurniawan    | L   | A           | •           | •          | •          | a          | •           | •           |
| 2   | Ari Musthofa      | L   | •           | •           | i          | •          | •          | •           | •           |
| 3   | Asep Yudha R      | L   | •           | •           | •          | •          | •          | •           | •           |
| 4   | Dimas Aji K       | L   | •           | •           | •          | •          | •          | •           | •           |
| 5   | Dwi Setyo N       | L   | •           | •           | •          | •          | •          | •           | •           |
| 6   | Febry Sulistyanto | L   | •           | •           | i          | •          | •          | •           | •           |
| 7   | Hendri Agus Y     | L   | •           | •           | •          | •          | •          | •           | •           |
| 8   | Ibnu Danuari      | L   | A           | a           | •          | •          | •          | •           | •           |
| 9   | Lina Fidianingsih | P   | •           | •           | •          | •          | •          | •           | •           |
| 10  | Muchorin          | L   | •           | •           | •          | •          | •          | •           | •           |
| 11  | A Faris Muzakki   | L   | A           | a           | a          | •          | •          | •           | •           |
| 12  | M. Suroto         | L   | •           | •           | •          | •          | •          | •           | •           |
| 13  | Nurmansyah Rian   | L   | •           | •           | •          | •          | •          | •           | •           |
| 14  | Nuryanto          | L   | •           | •           | •          | •          | •          | •           | •           |
| 15  | Riska Fidianita   | P   | •           | •           | •          | •          | •          | •           | •           |
| 16  | Umi Sa'adah       | P   | •           | •           | •          | •          | •          | •           | •           |
| 17  | Wahyu Citra I     | P   | •           | •           | •          | •          | •          | •           | •           |
| 18  | Yanuar Beni P     | L   | A           | •           | •          | •          | •          | •           | •           |
| 19  | Yogi Irawan       | L   | A           | a           | •          | •          | a          | •           | •           |
| 20  | Agus Nendra S     | L   | -           | -           | -          | -          | -          | -           | -           |

A: alpa

S: sakit

I: ijin

APPENDIX 8  
INTERVIEW GUIDELINE AND OBSERVATION  
CHECKLIST

**BEFORE THE ACTIONS****FOR THE ENGLISH TEACHER**

1. Menurut Ibu apakah para siswa menyukai pelajaran bahasa Inggris?
2. Apakah kesulitan terbesar bagi siswa untuk berbicara bahasa Inggris?
3. Bagaimana kemampuan para siswa dalam bahasa Inggris?
4. Apa usaha yang dilakukan Ibu untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris?
5. Apa sumber sumber yang Ibu gunakan dalam mengajar bahasa Inggris?

**FOR THE STUDENTS**

1. Apakah kamu menyukai pelajaran bahasa Inggris?
2. Bagaimana kegiatan belajar bahasa Inggris di kelas adik?
3. Kegiatan apa yang kamu sukai untuk belajar bahasa Inggris?
4. Apa kesulitan terbesar kamu dalam berbicara bahasa Inggris?
5. Apa usaha adik untuk mengatasi kesulitan tersebut?

**AFTER THE ACTIONS****FOR THE ENGLISH TEACHER**

1. Bagaimana pendapat ibu tentang penerapan games untuk membantu siswa berbicara bahasa Inggris di kelas?
2. Bagaimana dengan aktifitas yang digunakan tadi?
3. Apakah kemampuan berbicara bahasa Inggris siswa meningkat dengan penerapan role play ini?
4. Apa saran Ibu untuk implementasi games yang berikutnya?

**FOR THE STUDENTS**

1. Adik nadi belajar tentang apa?
2. Apakah adik paham tentang penjelasan materi tadi?
3. Apakah kamu menyukai kegiatan bermain games tadi?
4. Apakah bermain games membantu adik berbicara bahasa Inggris?

## OBSERVATION CHECLIST FOR EVERY MEETING

| No.      | Observation Items                                            | Yes | No |
|----------|--------------------------------------------------------------|-----|----|
| <b>A</b> | <b>Pre teaching</b>                                          |     |    |
| 1        | The teacher greets the students                              |     |    |
| 2        | The students respond to the greeting                         |     |    |
| 3        | The teacher ask the students' condition                      |     |    |
| 4        | The students tell their condition                            |     |    |
| 5        | The teacher calls the roll                                   |     |    |
| 6        | The students tell who is absent                              |     |    |
| 7        | The teacher outlining the material                           |     |    |
| 8        | The teacher explaining the goal of the teaching and learning |     |    |
| <b>B</b> | <b>Whilst teaching</b>                                       |     |    |
| 1        | The students are ready to learn the material                 |     |    |
| 2        | The teacher explain the material                             |     |    |
| 3        | The teacher uses media such as cards and pictures            |     |    |
| 4        | The students respond toward the teacher's explanation        |     |    |
| 5        | The teacher uses games as techniques                         |     |    |
| 6        | The teacher gives students chance to ask questions           |     |    |
| 7        | The students ask the questions                               |     |    |
| 8        | The teacher ask the students to play the game                |     |    |
| 9        | The teacher explain the rules of the games                   |     |    |
| 10       | The students understand the rules of the games               |     |    |
| 11       | The students speak English during the game                   |     |    |
| <b>C</b> | <b>Post teaching</b>                                         |     |    |
| 1        | The teacher and students summarize the lesson                |     |    |
| 2        | The teacher gives the topic for the next meeting             |     |    |
| 3        | The teacher says goodbye                                     |     |    |

**OBSERVATION GUIDELINE**

| <b>No.</b> | <b>Aspects to be observed</b>                | <b>Descriptions of the result</b> |
|------------|----------------------------------------------|-----------------------------------|
| <b>A.</b>  | <b>The students:</b>                         |                                   |
|            | 1. The number of students                    |                                   |
|            | 2. The range of ages                         |                                   |
|            | 3. The characteristics                       |                                   |
|            | 4. The language used                         |                                   |
| <b>B.</b>  | <b>The teacher and the learning process:</b> |                                   |
|            | 1. The name of the teacher                   |                                   |
|            | 2. The language used                         |                                   |
|            | 3. The method used                           |                                   |
|            | 4. The way of opening the class              |                                   |
|            | 5. The way of presenting the materials       |                                   |
|            | 6. The use of the allocated time             |                                   |
|            | 7. The technique of asking questions         |                                   |
|            | 8. The technique of class management         |                                   |
|            | 9. The type and way of the evaluation        |                                   |
|            | 10. The way of closing the class             |                                   |
| <b>C.</b>  | <b>The materials (sources)</b>               |                                   |
|            | 1. The main source(s)                        |                                   |
|            | 2. The supporting source(s)                  |                                   |
| <b>D.</b>  | <b>The Teaching Instruments</b>              |                                   |
|            | 1. The course grid                           |                                   |

|           |                             |  |
|-----------|-----------------------------|--|
|           | 2. The Lesson Plan          |  |
| <b>E.</b> | <b>The class:</b>           |  |
|           | 1. The name of the class    |  |
|           | 2. The facilities:          |  |
|           | a. The room                 |  |
|           | b. The seating arrangement  |  |
|           | c. The lighting             |  |
|           | d. The supporting equipment |  |
| <b>F.</b> | <b>The interaction</b>      |  |
|           | 1. Students-students        |  |
|           | 2. Students-teacher         |  |

Yogyakarta, 2013

The researcher,

Hani Klfrina  
09202241047

*(Adapted from observation Guideline for KKN-PPL UNY 2012)*

## APPENDIX 9 PHOTOGRAPHS



FIGURE 1: The students are doing vocabulary tasks in pairs



FIGURE 2: The researcher is helping the student



FIGURE 3: The students are play survey game for the first time





FIGURE 4: The students are performing At the Restaurant game in front of the class



FIGURE 5: The students are performing Survey game for the second time confidently



FIGURE 6: The researcher is acting as the student's partner to perform Famous people game

## APPENDIX 9

### LEETERS